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ABSTRACT

In response to rising youth unemployment, the South Australian Department of Further Education established the Unemployment Youth Programme to equip the young with vocational and life skills. After eighteen months of operation, an evaluation was undertaken to assess the effectiveness of the programs in training the young unemployed with work and social skills while at the same time providing social, psychological, and moral support. To gather the data, six different groups of clients were surveyed. These groups were participants in the program, principals of colleges of further education, project officers in each region, instructors of programs, parents of the young unemployed, and employers and their representatives. Analysis of the data indicated that the programs were successful in equiping youth with work-related skills demanded by the community. Also, 34 percent of the participants surveyed had successfully gained employment while still completing their training program. It was recommended that the program be continued and expanded. (Author/JH)

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THE UNEMPLOYED YOUTH PROGRAMME
AN EVALUATION

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August 1978

Department of Further Education
South Australia

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"The Department of Further Education should, in collaboration with the Tertiary Education Authority of South Australia, give priority in its planning and allocation of resources to programmes for unemployed youth and to the needs of such groups as Aboriginal persons, migrants, women and country residents."

Ch. 9. Part 2. Recommendation (a)

Post-Secondary Education in South Australia
Report of the Committee of Enquiry into
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ABSTRACT

In response to rising youth unemployment the South Australian Department of Further Education established the Unemployed Youth Programme to equip the young with vocational and life skills.

After eighteen months of operation, an evaluation was undertaken by the Department of Further Education for the South Australian Premier's Department. The aim of the evaluation was to assess the effectiveness of the programmes in training the young unemployed with work and social skills while at the same time providing social, psychological and moral support to the young unemployed.

To gather the data, six questionnaires were produced, one for each separate client group. These groups were:

- participants
- principals of colleges of further education
- project officers in each region
- instructors of programmes
- parents of the young unemployed
- employers and their representatives

Analysis of the data indicated the programmes were successful in equipping youth with work-related skills demanded by the community. The programmes were instrumental in breaking the general cycle of lassitude experienced by the vast majority of unemployed people.

Thirty-four per cent of participants surveyed had successfully gained employment while still completing their training programme. Programmes were effective in maintaining and improving the skills, previously acquired by participants.

Recommendations have been made in reference to the future operation of these programmes.

Areas for further research unearthed while conducting this evaluation are noted in the report.

ACKNOWLEDGEMENTS

This report was prepared in the Research Branch of the Department of Further Education.

Special thanks are extended to Mr. Ronald Schilling for the expertise and encouragement he so willingly provided throughout the duration of the project. As supervisor of the project his involvement and guidance have proved invaluable.

Members of the Department of Further Education Research Branch have all contributed. In particular we thank Mr. Kevin Parkinson, Superintendent of the Branch and Mr. Dean Kuhl, Principal Education Officer, for their valuable comments on successive drafts of the report.

We are indebted to Mr. John Pearce, Co-ordinator of the Unemployed Youth Programme Unit, Barbara Whittle and Carlyn Oliver, Senior Project Officers for their contributions throughout all stages of the report.

The authors gratefully acknowledge the assistance of all survey respondents - principals, project officers, lecturers, parents and participants of the programmes.

We acknowledge the assistance of Messrs. John Glowik and Ian Remnant who wrote a special computer programme to analyse the survey data and advised on statistical analysis.

Our thanks are extended to Mr. Ray White for kindly providing the art work for this report.

The authors extend their thanks to Liz Lewis for typing the initial drafts. Our special thanks go to Nancy Kibble for typing the final report.

RECOMMENDATIONS

The following is a summary of the recommendations arising from the review of the Unemployed Youth Programme.

It is RECOMMENDED that:

1. The Unemployed Youth Programme be continued and expanded.

2. The programmes continue to be administered by the Department of Further Education.

3. Programmes be expanded in order to allow participants to fulfil their desire to attend and acquire more intensive skills over a longer period.

4. Venues for programmes be selected to maximise the educational benefits while utilizing the most appropriate resources. It must be recognized that the interests of the students supersede those of the educational institution.

5. The programmes be established in accessible locations to unemployed youth.

6. Project officers liaise more closely with employers, thereby ensuring that relevant skills are taught.

7. When intending to engage instructors care be taken to ensure that the potential instructor has:

   - an understanding of the social and psychological problems of the young unemployed.

   - skills relevant to a particular programme, and

   - sufficient time to devote to the effective presentation of a programme.

8. The Commonwealth Employment Service be used as the major focal point for formal contact with unemployed youth, with informal contact being maintained and, where possible, strengthened through the major five information sources.

9. In country areas an additional youth assistant be appointed to act as an outreach worker.

10. The establishment of community councils in country areas to handle unemployment problems on a regional basis be continued.

11. A more systematic and co-ordinated approach is required by government departments in order to contact and to assist more effectively the young unemployed. Such an approach will minimize any duplication of resources and manpower directed to assist unemployed youth.

12. Adequate records be maintained in order that the Department of Further Education may account to the funding body for the administration of the programmes.

13. In order to monitor and evaluate the programmes, participants should be encouraged, through the provision of a questionnaire before and after the course to express their:

    - expectations on entering the course;
    - skills learnt during the course, and
    - level of satisfaction with all components of the programme

    The instrument chosen should also gather biographical data on the students. Such data should include:

- sex of student;
- age of student;
- length of time unemployed;
- educational background;
- job history.

14. Principals should be kept informed of unemployed youth programmes in their district and the project officers should seek their co-operation and advice on the nature of programmes which can be conducted within colleges of further education.

15. Funding should be established on a rolling triennial basis in order to facilitate long-term planning of programmes.

16. Funds for the Unemployed Youth Programme should be controlled centrally by the co-ordinator of the programmes and made available directly to the project officers for the implementation of approved programmes.

AREAS FOR FURTHER RESEARCH

17. Research be undertaken on the question of the incidence of family unemployment and its relationship to youth unemployment.

18. A full investigation be undertaken of the need for and the effectiveness of career education programmes.

19. A longitudinal study be implemented to investigate the long-term pattern of effect of the Unemployed Youth Programme.

20. Research be carried out to ascertain the potential for programmes which will provide the opportunity for self-sufficient enterprises (small businesses, cottage industries) to be implemented.

21. A needs analysis study be mounted to identify clearly the areas in which occupational/work skills are presently lacking and possible work skills required in the future.

INTRODUCTION

Youth unemployment is a crucial problem facing most western industrialized countries. Governments throughout the world have implemented a number of strategies to alleviate the social, psychological and motivational problems experienced by unemployed youth. In South Australia, the Department of Further Education has initiated the Unemployed Youth Programme in an endeavour to provide training in vocational skills for those young unemployed.

The study was undertaken to evaluate the effectiveness of the Programme in:-

- equipping the young unemployed with work skills demanded by the community;
- maintaining and improving skills previously acquired by the young, and
- providing social, psychological and moral support to the young while unemployed.

The evaluation sought to ascertain what benefits unemployed youth were receiving through their participation in any of the courses provided and the overall effectiveness of this education programme.

NEED FOR THE STUDY

A considerable amount has been written by individual researchers and government departments concerning the multiplicity of causes and the destructive effects of unemployment. Yet, while government departments and voluntary agencies have initiated a range of measures to assist unemployed youth, little systematic evaluation has been carried out to assess the impact and effectiveness of these measures. The paucity of evaluative research has hindered the formulation, direction and implementation of strategies that are relevant and responsive to the needs of unemployed youth.

After one full year of operation, it was considered necessary that an evaluation of the Unemployed Youth Programme be carried out. This would enable the policy formulators to re-examine, clarify and consolidate the aims and objectives of future programmes so that a greater degree of effectiveness and efficiency could be guaranteed.

SCOPE OF THE STUDY

The study, in endeavouring to assess the benefits and the effectiveness of the programmes, sought information from six groups associated with the Unemployed Youth Programme. Six questionnaires were designed in all to survey these groups.

The groups surveyed by questionnaire were:-

- participants of the programmes;
- principals of the colleges of further education;
- project officers for each region;
- instructors of programmes;
- parents of participants, and
- employers within the district.

The study was also concerned with seeking opinions from community groups and government bodies to obtain an overview of the unemployment situation, the responses that were presently being made and suggestions for future action.

This major study was constrained by the limited time available in which to undertake the review. The designing and piloting of questionnaires, field work, conducting of a literature search, analysis of the data and the writing of the report were required to be completed within four months.

OUTLINE OF THE FOLLOWING CHAPTERS

Chapter 1 discusses the extent of youth unemployment in South Australia. It also provides an overview of the unemployment situation as experienced by most western industrialized countries. The causes and effects of youth unemployment, the education system and employers' attitudes are also discussed.

Chapter 2 traces the development of the Unemployed Youth Programme, the method and philosophy of operation and describes the characteristics of the programmes that have been initiated. A brief discussion of the need for the study is included.

A discussion of the findings from the literature survey, carried out as part of the overall study, is presented in Chapter 3.

Previous research into youth unemployment and an outline of various government responses to the problem are discussed.

The need for and the aims of the present evaluation are presented in Chapter 4. The process of selecting and designing the appropriate survey instruments, the issues covered by the evaluation, the selection of programmes to be surveyed and a description of the analysis of data are presented in this chapter.

In Chapters 5-10, the results of the survey are presented and discussed. Each of the respondent groups is individually considered.

Conclusions and specific recommendations arising from the survey data are presented in Chapter 11.

CHAPTER 1. YOUTH UNEMPLOYMENT - FACTS & EFFECTS

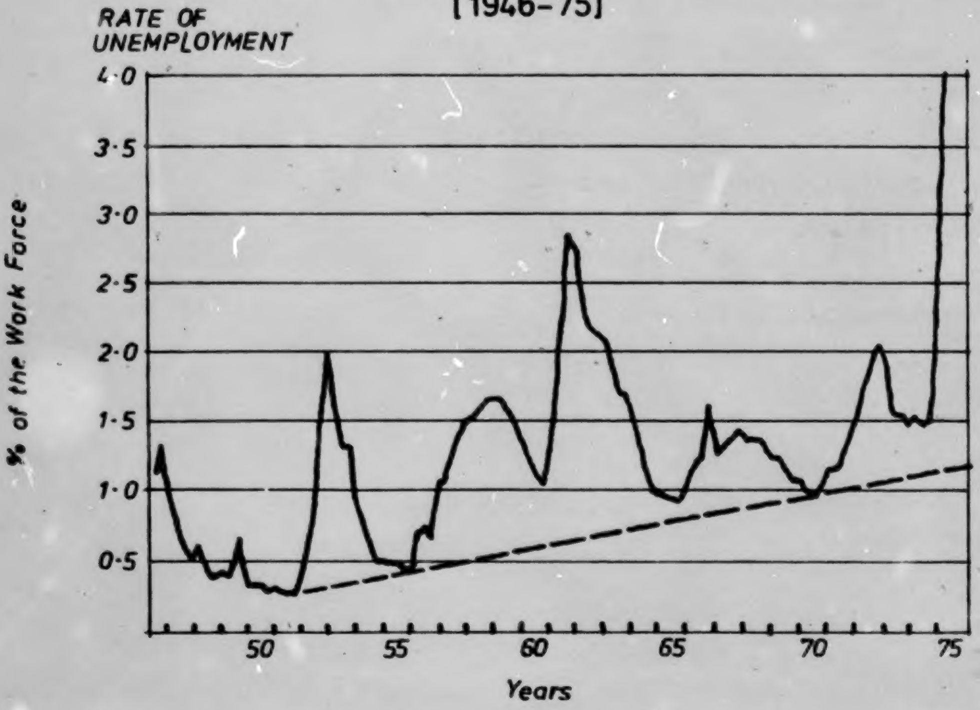
1.1 INCREASING RATES OF UNEMPLOYMENT

The present high rate of unemployment is not a problem confined to South Australia or indeed Australia. Within the O.E.C.D. area, high levels of unemployment are currently being experienced.

Australia, however, has been retreating from full employment since the late 1940's. The graph below indicates a gradual trend to higher rates of unemployment. Despite fluctuations in the employment level, it can be seen in Figure 1.1 that when the low points of unemployment are interpolated, there is a gradual upward movement in the rate of unemployment.

Figure 1·1

THE RETREAT FROM FULL EMPLOYMENT [1946-75]



SOURCE: B. Hughes, The National Times, August 16-21, 1976

1.2 INCREASING PROPORTIONS OF UNEMPLOYED YOUTH

Within Australia, and for the O.E.C.D. area as a whole, it is significant and disturbing to note the disproportionate representation of youth unemployed in the total of all unemployed. The South Australian Youth Work Unit (1977) reported that "unemployment in the under 21 age group is four to five times higher than in the over 25 age group, and has risen from 15% of the total unemployed to approximately 45% since the late 1960's".

Youth unemployment rates as indicated in Table 1.1 have climbed dramatically since 1960, not only in Australia but in most Western industrialized countries.

TABLE 1.1

YOUTH UNEMPLOYMENT RATES 1960-76
(FOR SELECTED O.E.C.D. COUNTRIES)*

	1960	1965	1970	1973	1975	1976
Australia	- -	1.7	2.5	3.8	(8.9)	9.0
Austria[e]	- -	- -	1.4	1.4	1.4	(1.4)
Canada[h]	10.6	6.3	10.3	9.7	12.2	12.5
Finland[i]	- -	(2.3)	3.0	4.5	4.3	(8.3)
France	1.6[b]	- -	1.5	2.9	7.6	(9.9)
Germany[g]	0.7	0.2	0.3	1.0	5.8	(5.2)
Italy[c]	3.3	8.7	10.2	12.6	12.8	(14.4)
Japan	1.4	- -	1.9	2.2	3.0	3.1
Spain	- -	1.8[a]	2.3	6.7	10.5	12.5
Sweden[d]	- -	2.6	2.8	5.3	3.6	3.6
United Kingdom[f,j]	(1.1)	1.2	2.7	(2.9)	(7.4)	(13.1)
United States[d]	10.0	9.1	9.9	9.8	15.2	14.0

* Expressed as a percentage of the total unemployed

a 1967.
b 1962.
c Rate for 14-24 year olds.
d Rate for 16-24 year olds.
e Youth aged less than 30 labor force aged 14-29 for the years 1960-73 and 15-29 for years 1975-76.
f Youth aged less than 25, labor force aged 16-24.
g Youth aged less than 25, labor force aged 15-24. Figures for 1960 & 1965 refer to 1958 and 1964 respectively.
h Revised series from 1975; 1975 rate for the old series was 12.7.
i Revised series from 1976.
j Rate for Great Britain.
-- Figures not available.

Figures in parenthesis are O.E.C.D. Secretariat estimates. For France, Germany, Japan, and United Kingdom, rates for the 1960s are not consistent with those for later years.

SOURCE: O.E.C.D. Observer. Youth Unemployment No. 90 Jan. 1978.

An examination of unemployment rates in Australia in Table 1.2 indicates the declining participation of youth in the work force. This pronounced trend suggests that employment prospects for youth are declining. It is no longer reasonable to assume that youth affected by unemployment are a homogeneous group of unskilled, poorly motivated individuals, but rather they are youth en masse, many who possess advanced academic qualifications, and highly developed work skills.

TABLE 1.2

CHANGES IN UNEMPLOYMENT RATES* IN AUSTRALIA 1964-77

Groups	1964	1969	1973	1974	1975	1976	1977 February preliminary	1977 May preliminary	1977** August preliminary
Persons aged 15-19 years	3.6	4.2	5.8	6.9	12.5	13.1	16.8	15.3	16.7
All females	2.8	2.4	2.8	3.3	6.1	5.8	6.4	6.9	7.4
All males	0.9	1.1	1.4	1.8	3.5	3.8	3.8	4.6	4.8

* rounded annual average of quarterly seasonally adjusted ABS estimates of unemployment.

** original data not seasonally adjusted.

SOURCE: A.B.S. Labour Force Bulletins.

More particularly, in South Australia, the total aggregate of youth unemployed has risen dramatically with concomitant increases in the average length of time unemployed. The breakdown of youth unemployed in South Australia for the period January 1977 to May 1978 is shown in Table 1.3. Figure 1.2 shows the increasing rate of youth unemployment in South Australia for the same period.

TABLE 1.3

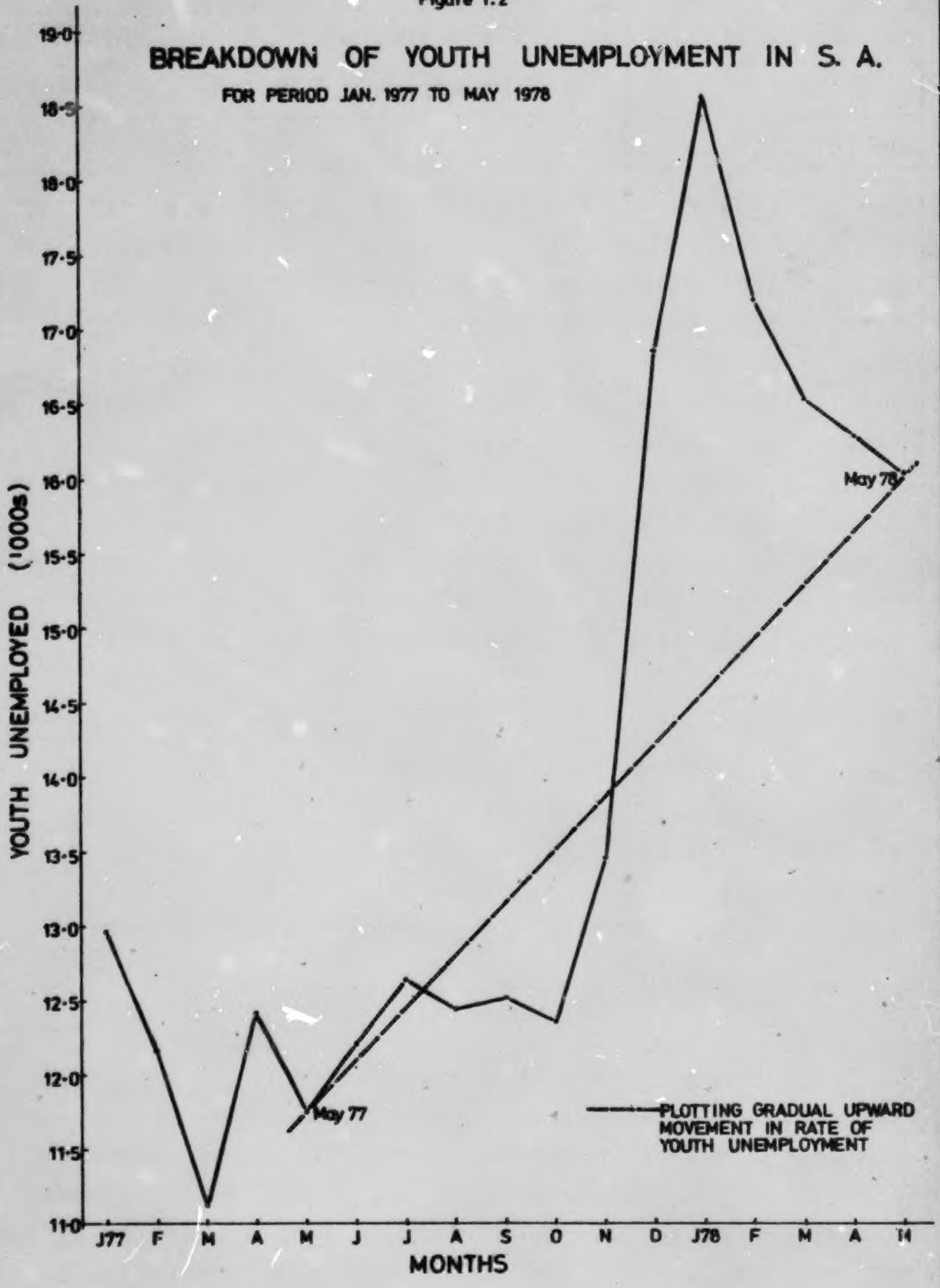
BREAKDOWN OF YOUTH UNEMPLOYMENT - SA - JANUARY 1977 - MAY 1978

SCHOOL LEAVERS			OTHER JUNIORS				TOTALS		
			18 & Under		19 - 20				
Month	M	F	M	F	M	F	M	F	ALL
Jan	2257	2574	2533	2555	1752	1313	6542	6442	12984
Feb	1784	2521	2330	2557	1636	1358	5750	6436	12186
March	1266	2142	2256	2591	1570	1328	5092	6061	11153
April	1123	1927	2534	2754	1706	1421	5363	6102	12465
May	1124	1718	2772	2801	1845	1451	5741	1970	11711
June	1040	1582	3048	2931	2009	1588	6097	6101	12198
July	957	1478	3240	3131	2286	1570	6483	6179	12662
Aug	917	1319	3312	3013	2264	1584	6493	5916	12409
Sept.	950	1333	3444	2979	2283	1559	6677	5871	12548
Oct.	913	1233	3407	2997	2353	1485	6673	5720	12393
Nov.	1288	1614	3493	2968	2347	1616	7228	6198	13426
Dec.	2685	3135	3717	3082	2495	1640	8897	7857	16754
1978									
Jan	3044	3855	3806	3304	2736	1840	9586	8999	18585
Feb	2445	3427	3629	3230	2671	1818	8745	8475	17210
March	2110	3053	3624	3269	2723	1769	8457	8091	16548
April	1836	2605	3832	3354	2811	1856	8479	7815	16294
May	1539	2297	3936	3311	3062	1945	8537	7553	16090

SOURCE: Commonwealth Employment Service, June 1978.

It must be emphasised that the figures represent only the registered unemployed, and as such may well understate the true level of unemployed youth. For example, youth engaged in the Commonwealth funded Educational Programmes for Unemployed Youth have been excluded from the official unemployment statistics. As well, there are no official statistics

Figure 1.2



BREAKDOWN OF YOUTH UNEMPLOYMENT IN S. A.

FOR PERIOD JAN. 1977 TO MAY 1978

on the numbers of youth who fail to register with the C.E.S. because they are too young to receive unemployment benefits (i.e. less than 16 years of age); many view the C.E.S. as essentially a cheque dispensing agency. The Myers Inquiry into Unemployment Benefit Policy and Administration (1977) recommended that new administrative arrangements be implemented to simplify the dual role of C.E.S. and D.S.S.

The period January 1977 to October 1977 was marked by a high but relatively stable number of unemployed youth under the age of 21. As a result of the influx of school leavers during the period November 1977 to January 1978, the unemployment levels for youth under 21 years of age rose dramatically. Although the numbers have since marginally declined, Figure 1.2 shows ever increasing peaks at which the level of youth unemployment stabilises.

1.3 INCREASE IN DURATION OF TIME UNEMPLOYED

Figures for the duration of registration with the Commonwealth Employment Service (see Table 1.4), indicate that 49% of juniors (i.e. people under the age of 21) in South Australia have been unemployed for a period of greater than thirteen weeks. For many young people unemployment is not a brief break between school and work, but an unduly protracted period of hardship.

TABLE 1.4

DURATION OF REGISTRATION OF JUNIORS WITH C.E.S. MAY 1978

PERIOD OF REGISTRATION	JUNIOR MALES	JUNIOR FEMALES	TOTAL	% OF TOTAL
Under 2 weeks	688	530	1 218	7.6
2 - 4	977	731	1 708	10.6
4 - 8	1 544	1 222	2 766	17.2
8 - 13	1 336	1 183	2 519	15.6
13 - 26	2 001	1 969	3 970	24.7
26 over	1 991	1 918	3 909	24.3
	8 537	7 553	16 090	100%

SOURCE: Commonwealth Employment Service. June 1978.

1.4 THE MAGNITUDE OF THE PROBLEM

The Commonwealth Employment Service (1978) reported that in South Australia at the end of May 1978 youth under the age of twenty one years represented 40% of the total unemployed in this State. The South Australian experience is not unlike that of the O.E.C.D. area as a whole, where Ross (1978) reports that "youth constitute 40% of the total unemployed but only 20% of the labour force". While youth are being excluded from the opportunities to work and acquire experience and occupational skills, Ross (1978) maintained that it should also be noted "... that the destructive effects of youth unemployment may be largely irreversible, since youth excluded from making contributions to society are frequently in the longer run estranged [emphasis added] from that society". Many of the 16 000 youth unemployed in South Australia have never had a job since leaving school. It is little wonder, when the Commonwealth Employment Service (1978) reports that the ratio of young unemployed for each registered vacancy in South Australia, at the end of April, was 31:1.

The magnitude of the youth unemployment problem is only now becoming appreciated. Some optimistic projections suggest that youth unemployment levels will decline by 1980. Yet the first report of the National Population Inquiry (1975) pointed out that "... in 1974, the main upsurge of young people of an age to enter the labour force has passed on: they are already in the labour force. Soon the effects of the decline in births from 240 000 in 1961, to 223 000 in 1965 will begin to affect the entry rate. However, this will be an entirely short run effect because from 1966 until 1971 births increased sharply again from 224 000 to 276 000".

The decline in birth rates during the early 1960's has been offset by the increase in birth rates during the late 1960's early 1970's. There will be more young people of a school leaving age seeking employment in the 1980-90's than ever before.

Disregarding any effects of immigration, the task of finding jobs for approximately a quarter of a million youth wishing to enter the labour force will continue to be a major issue facing our society well into the 1980's.

1.5 CAUSES OF YOUTH UNEMPLOYMENT

Unemployed youth cannot be assumed to constitute a homogeneous group. Watkins (1977) identifies five broad categories of unemployed youth with overlap existing between each group.

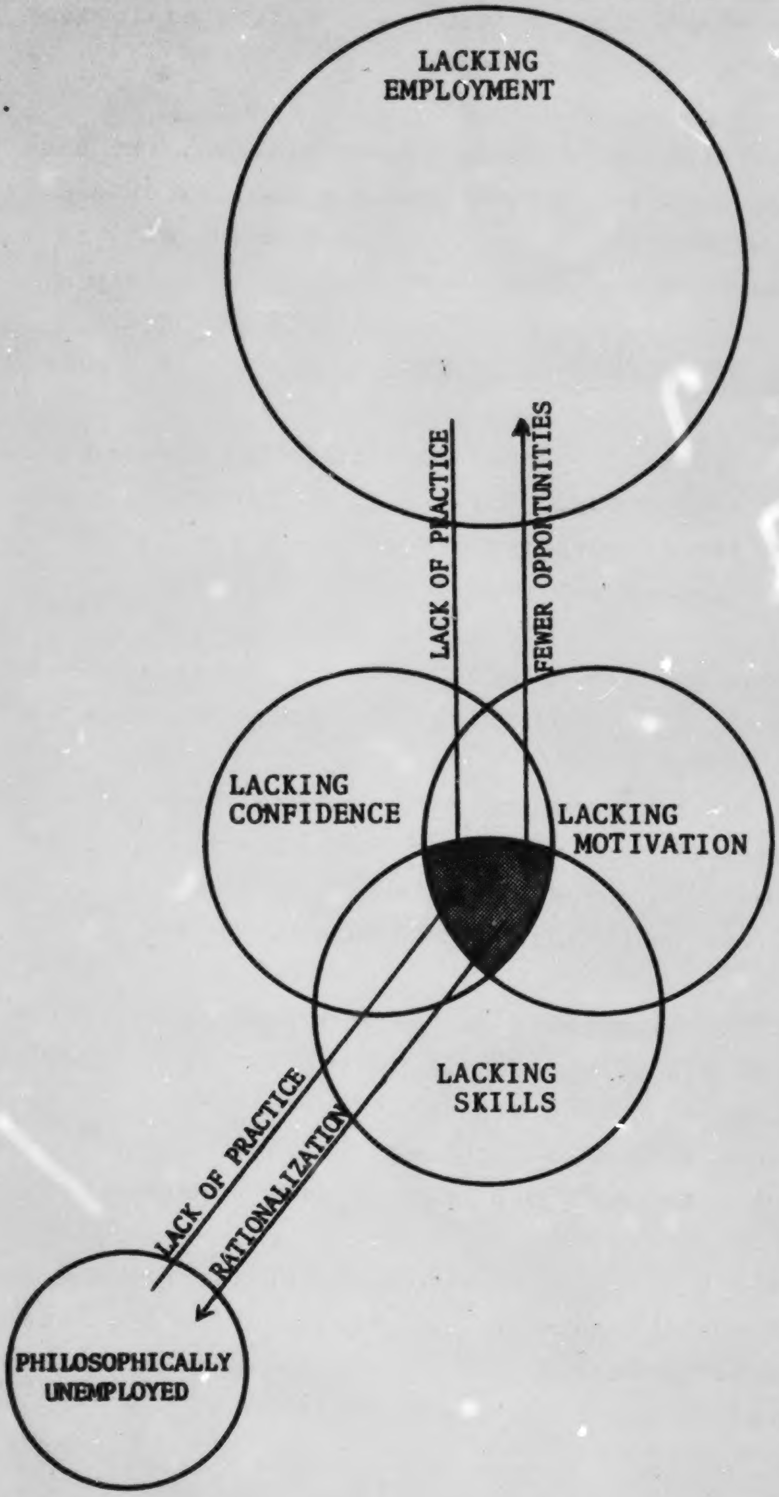
- those who are unemployed due to economic conditions;
- those who are unemployed because they lack motivation to work;
- those who are unemployed because they lack confidence;
- those who are unemployed because they lack skills, and
- those who reject the kind of work society generally offers on philosophical ground.

Therefore high rates of youth unemployment cannot be traced back to one single causal factor. Significant cyclical and structural changes in the labour market, combined with social changes in the community have contributed to the youth unemployment problem.

Some of the suggested contributing factors and the interrelationships between them are shown in a schema produced by Watkins (1977) and shown in Figure 1.3. Some of the specific examples include:

Figure 1.3

YOUTH UNEMPLOYMENT - SOME CAUSES AND INTER-RELATIONSHIPS


LACKING EMPLOYMENT
LACK OF PRACTICE
FEWER OPPORTUNITIES
LACKING CONFIDENCE
LACKING MOTIVATION
LACKING SKILLS
LACK OF PRACTICE
RATIONALIZATION
PHILOSOPHICALLY UNEMPLOYED

- steep rise in rate of women entering and remaining in the work force;
- demographic trends (e.g. location of industries away from labour market, number of youth wishing to enter labour force);
- reduction in manpower requirements of industry due to increasing mechanisation;
- introduction of full adult wages at 18 years of age;
- employers' preference for adults who are perceived to be more stable and productive employees;
- unwillingness of some young people to accept jobs that are mundane and repetitive;
- failure of the education system to prepare and link school graduates to the jobs available;
- depressed aggregate demand for labour;
- ceilings on Public Service growth rates;
- high cost of training young people for skilled tasks;
- protection by unions, anti-discrimination acts, for those already employed;
- lack of motivation to seek employment;
- technological advancement particularly in the field of computers.

The factors indicate that the labour market is increasingly closing its door to the young. It is accepted that youth unemployment stems from a multiplicity of complex, inter-related causes, and no one single factor is responsible for the problem.

1.6 EDUCATION SYSTEM AND EMPLOYERS

The education system has often been singled out and blamed by employers and the community for largely assisting, if not alone creating the problem of youth unemployment. Harris (1977) claimed that it was possible "to point a dead straight accusatory finger at the cause of youth unemployment in our little bailiwick - the South

Australian Education Department". Schools have been accused of 'churning out' individuals who possess:-

- insufficient appreciation of the workings of industry;
- inadequate literacy and numeracy skills;
- poor personal appearance, motivation; and
- inadequate preparation to begin their working life.

Francis (1977) reported that a survey of 300 employers in the industrial and commercial sector throughout Australia had revealed:-

> "24% of firms said they would employ fewer young people,
> 28% said their intake would remain the same,
> 7% said they would hire more young people,
> 41% said they would not hire school leavers".

Employers generally complained that youth are unproductive, cannot spell, are untidy in their personal appearance, and cannot speak and write correctly. As employers are reluctant to engage juniors, it further reduces the opportunities available to youth to enter the skilled labour market.

A decline in apprenticeship opportunities, has further exacerbated the problems confronting youth. While there has been a call from some employers to import skilled workers, it is important to note that many applicants approved for apprenticeship training in Victoria are not able to secure employment and therefore cannot commence training. Henderson (1978) stated "it is tragic that only 50% of applicants approved for apprenticeship training in Victoria could find placements and, as a recent report states, "despite the shortage of first class sheetmetal workers one out of four would be apprentices in the sheetmetal trade could not find employment and could not commence training."

The Youth Unemployment Working Party (1976) in its report stated that while the education system cannot create jobs, "what is not fully appreciated by many educators is that among the unemployed non-school leavers are many young people who did not hold their first job very long because of either having made an ill-informed choice or having lacked the skills or understanding to adjust to a work environment."

This lends support to the claim that present career education programmes are inadequate for two reasons. Firstly, what is being taught does not meet either the students' or the employers' needs. Secondly, without career opportunities available the programmes will have no impact, as students will not be able to enter their chosen field. In any case it must be realized that regardless of whether changes in the educational system are warranted or not, new curricula and new organisations within the schools will not and cannot create jobs.

There is a growing acceptance that private and public employers will not be able to provide positions for all those in the 16-25 age group, even if the economy was to return to 'normal'. Increasing mechanisation and computerisation within our society has eliminated many of the more mundane jobs within the work force. The jobs that remain are more demanding and young people must be adequately prepared to cope with these jobs. This challenge must be faced jointly by employers and the education system. The Department of Further Education's Unemployed Youth Programme has accepted this challenge, achieved a degree of co-operation with other Government departments and begun to prepare the unemployed with work skills that are useful to employers.

The demand by employers and the community for students to attain higher educational qualifications has meant that students are remaining longer in full-time schooling and adding to their qualifications. In part this has tended to reinforce the sometimes unrealistic job expectations of many school leavers. Delayed entry into the work force has meant that upon leaving school, young people fall within a higher wage bracket than formerly and inevitably must compete for jobs with relatively older people. Rising educational standards have often tended to close rather than open employment opportunities for the young. The community and employers therefore, cannot solely blame youth for not obtaining work. The communities' and employers' desire for credentialism has been accompanied by rising job aspirations on the part of the young.

Ross (1978) states that, "an economic system serves its people poorly if the types of jobs provided are not in line with the skills and aspirations of its workers. It is of limited use to achieve numerical full employment if many of the jobs are boring dead-end jobs at a time when educational qualifications are rising rapidly". It is reasonable to expect that while there are jobs vacant, the young unemployed should not be allowed to remain idle. But, some jobs are plainly unacceptable to youth. It may be that in specific cases employers need to restructure some jobs to appeal to those unemployed.

The Department of Labour and Industry (1977) maintains that employers must come to accept their own responsibility in training their work force and not hold "the unrealistic view that educational institutions should produce ready made employees, educated and trained to their precise specifications." To some degree unemployed youth programmes have taken up the slack from employers who refuse to train and develop young people, preferring to engage adults who already possess the relevant work skills.

Employers have maintained that the costs involved in training young people are greater than companies are able to absorb. Soaring juvenile wages are seen by many to be the major disincentive to engaging young people. Closer examination of this claim reveals it to be untrue for all people younger than 18 years. Information from the Australian Bureau of Statistics (1977-78) reveals that the parity between adult and junior rates of pay has remained remarkably steady over the last 10 - 12 years. Sheehan (1977) states that, "between October 1973 and October 1976 the ratio of junior to adult male hourly earnings increased from 54.1 per cent to 55.7 per cent, while the same ratio for junior females increased from 62.2 per cent to 62.8 per cent. While showing some increase these figures do not provide any evidence of a dramatic increase in relative wages such as could play an important role in generating an increase in youth unemployment." There has been overall, little movement in the relative wage rates between adults and juniors for most industries.

1.7 EFFECTS OF UNEMPLOYMENT

It is evident that long term structural problems exist within the Australian economy. With the ever increasing pool of youth unemployed the deleterious effects of unemployment becoming more evident, the Government and the community will need to expand their endeavours to solve this problem.

With aggregate levels of unemployment continuing to rise, extended periods of unemployment are becoming the norm. It is apparent that the most modest aspiration of many youth is whether they will gain any employment at all. The psychological and social effects of unemployment are many and varied. Some of the observable results of unemployment appear to be:-

- low motivation and initiative to seek a job;
- low self-esteem, confidence and feelings of self worth;
- negative rather than positive work histories;
- erosion of previously learnt work habits and work skills;
- alienation from peers, general social isolation;
- economic insecurity;
- defining and reducing of a person's mobility;
- declining social status in comparison to peers;
- high delinquency rates;
- many and varied changes in a person's life style;
- negative assessment of a person's true capacity, resultant decline in one's job aspirations.

The young unemployed consequently develop a resistance to engage in any productive activities.

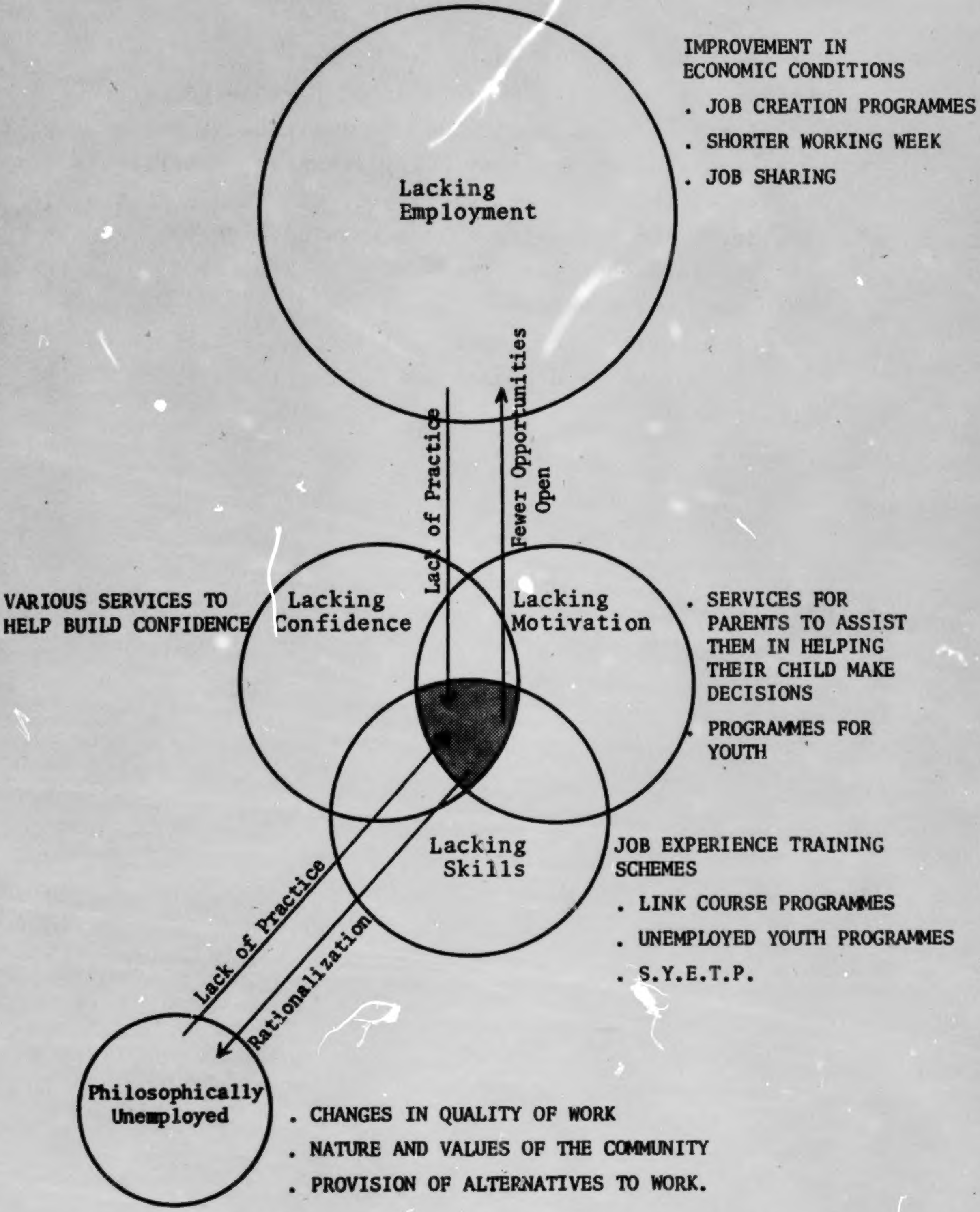
Many writers conclude that the long term effects of unemployment may well be irreversible, and that if economic recovery gained momentum, many young people would never regain employment. If this philosophy is accepted, its effects on the young unemployed themselves, on educational programmes generally and on the very nation, cannot be ignored.

Figure 1.4 outlines some possible responses to the problem of youth unemployment by superimposing some of these responses on the figure 1.3 schema.

A multiplicity of approaches is required in an effort to reduce the rate of unemployment and minimise the destructive effects of long-term unemployment.

Figure 1.4

YOUTH UNEMPLOYMENT - SOME POSSIBLE RESPONSES


Lacking Employment
Lack of Practice
Fewer Opportunities Open
Lacking Confidence
Lacking Motivation
Lacking Skills
Lack of Practice
Rationalization
Philosophically Unemployed

IMPROVEMENT IN ECONOMIC CONDITIONS

- JOB CREATION PROGRAMMES
- SHORTER WORKING WEEK
- JOB SHARING

VARIOUS SERVICES TO HELP BUILD CONFIDENCE

- SERVICES FOR PARENTS TO ASSIST THEM IN HELPING THEIR CHILD MAKE DECISIONS
- PROGRAMMES FOR YOUTH

JOB EXPERIENCE TRAINING SCHEMES

- LINK COURSE PROGRAMMES
- UNEMPLOYED YOUTH PROGRAMMES
- S.Y.E.T.P.

- CHANGES IN QUALITY OF WORK
- NATURE AND VALUES OF THE COMMUNITY
- PROVISION OF ALTERNATIVES TO WORK.

The prime disadvantage facing young unemployed people is a lack of jobs.

The great majority of youth can be best assisted by obtaining a job. The Department of Further Education (1978) states that, "no amount of analysis of their lack of motivation, disinterest,[sic] lethargy, hostility/ passivity, lack of self-esteem etc. can change that basic premise." The community must acknowledge that it cannot continue to assume that there is something wrong with the individual referred to as 'blame the victim syndrome'. The psychological and physiological manifestations of their unemployment are caused by and not causes of their unemployment.

CHAPTER 2 UNEMPLOYED YOUTH PROGRAMME

2.1 CAREER ORIENTATION PROGRAMME

The Department of Further Education initially became involved in educational training and support programmes for unemployed youth in January 1976. At this time the Minister of Education announced the establishment of a Career Orientation Programme. The Programme had the following specific aims:-

- to cater for recent school leavers;
- to build and sustain confidence in young, unemployed people;
- to increase motivation to become employed;
- to improve attitudes and develop skills which would assist them in being accepted by employers.

The Programme further placed emphasis on:-

- conduct at interviews;
- human relations and communication;
- interpretation of advertisements;
- personal skills, e.g. literacy and numeracy;
- the reality of the work situation.

The syllabus for the Career Orientation Programme is included as Appendix A.

The Programme was designed to facilitate the development of skills required by school leavers for success in job seeking. Attendance at these programmes was voluntary. It was expected that students would be able to meet any job seeking commitments and to take up employment at short notice. The young people were encouraged to use those skills learnt by actively seeking employment and putting into practice the knowledge they gained from courses.

The Career Orientation Programme was implemented in the first week of February 1976 with the intention of continuing it to the end of March in that year unless further need was indicated by the unemployed young people. It was estimated that only 100 young unemployed people attended the Department's career orientation and support activities programmes. This figure was disappointingly low.

The Report of the Youth Unemployment Working Party, (1976) the first important review carried out in South Australia in response to the perceived problem of youth unemployment, stated that "... from the point of view of all the young unemployed people the programme was a failure in that it did not attract most of the unemployed young people, and therefore did not enable them to find jobs". Yet, the Programme was ostensibly to increase the competitiveness of young people seeking employment. The report however, went on to stress, "... that the vital factor in the situation is lack of vacancies ... and when there is only one clerical job available for 29 applicants, no educational programme will solve the unemployment problem".

Investigation within the colleges and the wider community quickly identified that the majority of young unemployed were not recent school leavers. Funds were then made available to the Department of Further Education by the Department for Community Welfare to provide support programmes within Job Hunters' Clubs. These support programmes sought to reach those who had been unemployed for long periods or who had worked only intermittently. In contrast the career orientation programmes were specifically aimed at the target group consisting of recent school leavers.

2.2 CREATION OF THE UNEMPLOYED YOUTH PROGRAMME (U.Y.P.)

As unemployment was becoming more widespread and assuming long term dimensions, the Department of Further Education realized that short term, make-shift support programmes could not be run indefinitely, and therefore it established the Unemployed Youth Programme (U.Y.P.) in August 1976. This was financed by a specific grant from the State Government Youth Work Unit. A full-time co-ordinator and several project officers, in association with other agencies, were given the responsibility of providing a variety of programmes for unemployed youth between the ages of 16 and 25 years. The U.Y.P. brief was concerned with three main areas:

- to encourage the acquisition of new skills;
- to maintain and develop already existing skills;
- to foster and maintain the personal integrity, motivation and self image of unemployed youth.

The Unemployed Youth Programme commenced effective operation in June 1977. The initial period from August 1976 to May 1977 was largely spent in developing efficient and effective administrative procedures. This involved the establishment of co-ordinating links with other relevant Government Departments (e.g. Department for Community Welfare, Youth Work Unit within the Premier's Department) and, as well, of appropriate links within the Department of Further Education (for the relevant organisational chart refer to Appendix B). Throughout this time the Department of Further Education co-ordinator and the project officers, were involved in awakening the community, community organisations and the colleges of further education to the needs of unemployed youth and in suggesting the assistance that each might give to satisfy those needs.

2.3 CREATION OF A NEW ADMINISTRATIVE STRUCTURE(1)

The original proposal by the Department of Further Education with regard to the philosophy and method of providing programmes for unemployed youth was based on the need to provide young people with vocational skills and job interview techniques. The aim was to furnish the client group with abilities which would enable them to compete more effectively on the job market. Before committing the Department of Further Education to this philosophy, additional investigations were carried out by U.Y.P. project officers to ensure that the money allocated would be spent in the most effective way. The findings indicated that the early vocational courses for unemployed youth conducted by further education colleges had not proved successful. It was subsequently realized that the needs of the client group were assumed by teaching staff to be similar to those of apprentices and motivated adult students. This was not the case. When class numbers dropped, it was suggested by many of the lecturers that the students lacked interest and were apathetic to training or to helping themselves become better qualified.

The types of programmes that were conducted, were usually determined by the facilities within the colleges and followed a curriculum assumed to be suitable by college staff. Both from observation and discussion with staff it was clear that lecturers generally had difficulty in relating to this group of young people. It was natural, therefore, that communication and other difficulties would arise. This accounts for the fact that many college staff held the mistaken belief that unemployed young people did not want to work and that they could find a job if they tried.

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(1) The following outline is in part based on a discussion-information paper prepared by the Unemployed Youth Programme Unit. Review of Progress 1978/79. April 1978.

Normal departmental recruiting methods did not attract unemployed young people. This client group would not willingly approach an institution of any type. Yet, programmes conducted in conjunction with Job Hunters' Clubs (with non-structured educational components) were succeeding, despite the fact that programmes of an educational nature were, in general, not well organised or administered.

Many of the programmes carried out through Job Hunters' Clubs were of a similar nature to those which were within the Department of Further Education's area of responsibility. So, based on the careful observations of U.Y.P. project officers, an alternative philosophy and teaching methodology was initiated.

2.4 PHILOSOPHY OF THE UNEMPLOYED YOUTH PROGRAMME

"Education for life" succinctly describes the operating principle of the Department of Further Education. The Annual report of the Director-General of Further Education (1976) stated that "... the Department's goal can be summed up as the provision of high quality recurrent education that is easily accessible to all adult South Australians, and is relevant and responsive to individual and community needs".

The Department's provision of lifelong, recurrent education is designed to enable adults to:-

- make good their educational deficiencies;
- refresh their vocational skills;
- equip themselves for leisure.

The brief of the Unemployed Youth Programme does not represent a radical departure from the goals of the Department of Further Education. Nevertheless, as noted in section 2.2 the brief is specifically designed to:

- encourage the acquisition of new skills;
- maintain and develop already existing skills;
- foster and maintain the personal integrity, motivation and self image of unemployed youth.

While education was still considered to be of paramount importance, the U.Y.P. needed to provide much more than an educational input into the problems of youth unemployment. Unemployed young people presented U.Y.P. officers with quite unique problems which fell outside the parameters of the existing, although diverse, educational areas already covered by the Department of Further Education.

The philosophy of the Unemployed Youth Programme derives from a recognition that unemployed youth are an expanding group with particular needs of their own. In responding to these needs, the programmes were designed according to the following guidelines:

- the majority of programmes were unstructured and informal (with some exceptions) and conducted in response to the vocational and personal needs of unemployed youth;
- the programmes were non-competitive - students were not graded and learnt at their own pace;
- the majority of courses were flexible rather than having a formal curriculum;
- all courses were generally independent of traditional educational institutions, non-authoritarian and non-threatening;
- the programmes could react quickly to the changing and diverse needs of unemployed youth.

Finally, as unemployed youth could not readily be attracted to colleges of further education, suitable programmes needed to be taken to the students. The innovative origins of conducting programmes outside of traditional educational institutions are based on the premise that the interests of students should be the over-riding factor rather than those of the institution. Programmes were established in non-institutionalised settings and conducted by people possessing an appreciation of the needs of unemployed people.

2.5 METHOD OF OPERATION

2.5.1 Project Officers

Field project officers were appointed to undertake an entrepreneural role. They were required to locate areas of need within a designated geographical area. Acting as 'catalysts', they sought to modify community attitudes towards unemployment and act as resource persons. To facilitate the implementation of programmes for unemployed youth, project officers needed to:-

- establish an administrative link with the nearest colleges of further education;
- rent and/or equip suitable premises;
- hire lecturing staff;
- provide a watching brief when the courses were established;
- obtain information on possible job opportunities and arrange for colleges of further education to conduct suitable programmes in their areas;
- establish links and work closely with the Department for Community Welfare officers within their region.

After project officers had been operating for about three months, several difficulties developed.

- Because community attitudes towards the project officers' task were often neutral and sometimes negative, project staff often found themselves working in isolation. It was essential to provide them with constant central office support.

- The role of 'outreach worker' (a new and vaguely defined role, and to the researchers' knowledge not previously filled by educational institutions or educators) placed additional stress on project officers.

- It became obvious that college based project officers, who did not feel that they had the full support of college principals, were experiencing undue difficulties. The project officers tended to become identified with the day to day operation of the college, rather than the needs of unemployed youth and consequently were not considered by those responsible for the scheme to be as active or innovative in the field as they could be.

It was therefore decided that all future project officers, where possible, should be directly responsible to the centrally based Department of Further Education Co-ordinator. Colleges were requested to provide a desk and telephone for the project officer operating in their area. It was hoped that this would enable rapport to develop between the U.Y.P. project officer and college staff and reduce the amount of travelling for project officers. Where it was necessary to appoint a project officer to a country college, frequent contact was maintained by telephone and supplementary visits made by the Co-ordinator and the State Overview Project Officer. A total of twelve project officers was appointed. The centrally based State Overview Project Officer provided support for regionally based project officers by assisting with funding arrangements and providing information to those in the field. Eleven project officers were appointed, each being allocated a specific region:

South East: Mount Gambier, Naracoorte, Penola, Lucindale
Whyalla
Port Pirie - Port Augusta - Jamestown, Peterborough
Eyre Peninsula
Port Adelaide - Woodville
Elizabeth - Salisbury
Kensington - Panorama
Brighton - Morphett Vale, Riverland
South Coast - Murray Bridge
Croydon - Regency Park - Strathmont
Adelaide City Region.

2.5.2 Community Councils

Project officers of the U.Y.P. have been responsible for establishing various community councils whose major role has been to organise community resources of various kinds. They were intended to provide communities with an organised structure from which they could act autonomously in order to solve or minimise unemployment problems.

Through community councils it was hoped to foster:-

- community awareness of youth unemployment and involvement in overcoming the problems unemployment creates;
- community responsibility for the young unemployed and a willingness to help provide alternatives to paid employment;

- a consolidation of community resources both human and material, and a utilisation of community expertise.

It is anticipated that community councils will be sufficiently influential to lobby against any reductions of government spending on unemployment relief as well as provide some on-going programmes that rely essentially upon local resources.

2.5.3 Colleges of Further Education

The extent of college of further education involvement with unemployed youth programmes has been governed by one or more of the following factors:-

- effectiveness of the project officers in setting up programmes;
- awareness of the principal and/or staff of the problems of unemployed youth and their subsequent sense of commitment to alleviating these problems;
- provision of administrative facilities for project officers working in the field;
- local priorities and community attitudes;
- philosophical flexibility of the principal and/or staff;
- extent to which the college felt it could benefit financially from involvement (e.g. increased staffing, control of additional funds).

Some colleges saw the unemployed youth programmes as a means of supplementing their staff members and adding to student enrolments.

Evidence of the lack of success of some college based programmes (e.g. Career Orientation Programme and some of the first unemployed youth programmes), was referred to earlier in this chapter. In many cases young people disliked attending courses at educational institutions, because of the disciplines imposed by staff and their previous negative experiences of school. (When the young unemployed failed to attend college based programmes, staffs initially blamed the youth for lacking motivation - section 2.3).

On the other hand, the evident success of non-institutionalised programmes conducted in the community ("Comskils", garage projects, art and craft courses, handyman, cleaning and cooking courses taught on site) highlighted the important fact that many youth were motivated, willing to attend programmes and seeking to learn skills. Many young people did respond to teaching methodologies which did not rely on rigid educational or institutionalised structure and curricula.

Even so some programmes conducted in colleges of further education have been very effective. These programmes (e.g. food service, commercial cooking, grooming and deportment, and others) have appealed to the more motivated, better educated young unemployed, who are not 'frightened' of traditional educational institutions.

The programmes within colleges which have been successful, also owe this success to the contributions of the teaching staff, the availability of appropriate college facilities and the support provided by the principal of the college.

If the Department accepts the responsibility of providing education programmes for unemployed youth, particularly in the event of the U.Y.P. unit being disbanded, then the success of such programmes within the colleges will depend on colleges in general adopting these flexible teaching and organisational approaches which have proved effective in the non-institutionalised setting.

2.5.4 Government Agencies

Considerable assistance and valuable contacts have been established with many community organisations (e.g. Lions, Local Councils, Service to Youth Council, Jaycees) and government agencies. Inputs from these agencies and departments have contributed to the success of many programmes. Some unemployed youth were experiencing personal, parental and legal problems. The psychological and social problems exhibited by many young people often required counselling services, which the Department for Community Welfare was best able to provide. In addition the Community Welfare officers were involved in:-

- seeking out and providing the input of young people to programmes;
- suggesting programmes in response to the stated needs of young people;
- providing supervision of courses where necessary, thus enabling U.Y.P. project officers to expand their activities in other areas.

Other state and federal government departments such as the Commonwealth Employment Service and Department of Social Security generally have provided valuable information to U.Y.P. officers. This has included details of employer requirements, suggestions about the types of programmes that could be run, recruitment of course participants and information about groups with special needs (e.g. unmarried mothers, young female school leavers).

The Commonwealth Employment Service was also extremely helpful in advising and providing young people for the Commonwealth funded Education Programmes for Unemployed Youth (E.P.U.Y.).

2.6 FUNDING ARRANGEMENTS FOR UNEMPLOYED YOUTH PROGRAMMES

Funds allocated to the Unemployed Youth Programme by the Youth Work Unit were $200 000 in 1976/77 and $488 000 in 1977/78.

All funds have been administered centrally, with accounting and budgetary procedures being the responsibility of the Co-ordinator.

Suggestions for programmes and courses came primarily from project officers and Job Hunters' Clubs. Before programmes were initiated the following factors were considered:-

- need for various programmes as expressed by the young people;
- suggestions from the various local branches of State and Commonwealth Departments;
- suggestions from local education authorities;
- suggestions from local community support groups;
- suggestions from local councils.

Submissions were then prepared by the particular project officers and forwarded to the Co-ordinator for approval.

Essential information required in the submission included:-

- a letter from the principal of the college of further education acknowledging and approving the programme;
- details of the programme;
- estimate of the total cost.

(Refer to Appendix C for details required in the submission).

2.7 DESCRIPTION OF PROGRAMMES INITIATED

Given that programmes were established on a needs (vocational, educational and social) basis, the unique problems presented by unemployed youth, (e.g. low motivation, dislike of educational institutions, various levels of educational attainment, etc.) required project officers to experiment in the establishment of a wide range of programmes.

By December 1977, it was clear that youth unemployment was not a cyclical, transitory problem of the labour force. Long-term programmes (e.g. driving instruction, literacy tutoring, handyman programmes and cooking) were consequently initiated with a view to providing young people with a sense of personal achievement and with skills that could provide them with a means of becoming self-supporting in a social, if not an economic sense.

Programmes, albeit not mutually exclusive, were divided into three categories:-

I. "Personality Maintenance Programmes".
II. "Practically Oriented Programmes".
III. "New Skills Programmes".

(Refer Appendix D for programmes conducted as at 30/6/78).

2.7.1 Characteristics of "Personality Maintenance Programmes"

- foster personal integrity, self worth, improve motivation and morale;
- provide initial contact with young unemployed;
- maintain individuals as effective members of our society;
- provide social support for previously isolated individuals;
- teach basic skills for life (these are regarded as an essential component of this type of programme).

2.7.2 Characteristics of "Practically Oriented Programmes"

- include all the above points;
- practically oriented to enable participation to adapt to the unemployment situation;
- provide an initial point of contact for the unemployed (particularly female unemployed);
- maintain and improve skills previously acquired at school or during previous employment.

2.7.3 Characteristics of "New Skills Programmes"

- employment oriented;
- teach skills for traditional employment where areas of opportunity currently exist;
- teach skills that may lead to self-employment in new enterprises and improve self-sufficiency;
- designed to improve confidence and social skills.

It should be noted that there was no guarantee that employment would result at the end of the course.

CHAPTER 3. LITERATURE SURVEY

3.1 INTRODUCTION

This section discusses firstly the effects of unemployment revealed by past research. Following this, details are given concerning the responses emanating from various governments in an effort to combat these effects. The discussion then concentrates upon the programmes initiated in Australia and the lack of evaluative research to assess their effectiveness. Finally, the section comments on the lack of research hindering the project team in formulating the research strategy.

3.2 EFFECTS OF UNEMPLOYMENT

Massive unemployment is the most significant social and economic crisis facing Australia, and indeed, the world today. Statistical data have shown that the levels of unemployed have not reached such proportions since the great depression of 1929. The current high levels of unemployment have resulted from the emergence of a credential society; a society where employment prospects depend far more upon one's qualifications, rather than one's ability to perform the required tasks. According to Griffiths (1972) there has been a change from "demand unemployment" to "structural unemployment". Section 1.5 has previously highlighted the factors that have led to this change.

Previous research by Sinfield (1968), Hill (1973), Jordan (1975) has revealed an overwhelming presence of many problems associated with being unemployed. These problems are exacerbated by the length of unemployment. Wilcock (1963) states that there are several damaging psychological and social effects for a person who has undergone prolonged unemployment. For people in society today there are certain tasks to perform and patterns of behaviour with which to comply if they wish to remain accepted as members of society. Many of these tasks are subsumed under the broad role of work. It is accepted that everyone has a moral obligation to work, for work is the means by which a person is rewarded in monetary and status terms. The status obtained through work enables a person to become self-reliant and heightens a person's feelings of self-esteem and self-worth. Harrison (1976) notes that for most people, work provides a pattern "... within which their lives are lived, and when this pattern is lost they have thrown on them the responsibility for organising their own existence". A breakdown of this pattern (unemployment) unbalances a person's existence, especially in a society where work is seen as normal and where unemployment is viewed as the life style of a 'dole bludger'.

This pattern of existence within a work oriented society provides a person with an identity that is tangible to both the person and society. A person begins the identity building process from infancy and continues this process through school and into work. One develops certain expectations during school which one endeavours to fulfil by working. Stepping from school into unemployment means a radical re-adjustment must be made to one's expectations and in Harrison's (1976) words "... prolonged unemployment brings many people face to face with acute personal dilemmas and fundamental questions about their identity and value to society".

Unemployment creates many social and psychological crises. Initial responses to unemployment range from boredom to a loss of self-respect. Motivation declines, as does the willingness to try continually for work and be refused. Prolonged unemployment also produces a decline in a person's skill level. To combat this decline of skills and maintain a sense of self-worth, advanced countries have initiated training and retraining programmes. These programmes are discussed in the proceeding pages according to the overall types of programmes that governments have initiated. Programmes initiated by Australia are then reported on, followed by a discussion of research studies carried out on programmes for unemployed youth.

3.3 GOVERNMENT RESPONSES TO UNEMPLOYMENT

Since research has revealed the damaging effects of unemployment to the individual and society, governments have initiated many programmes to combat the effects. Boettcher (1977) categorized the range of programmes into 5 groups as shown below:-

- vocational training - expansion of and financial subsidies for apprenticeship training and work study arrangements for school students.
- provision of jobs - subsidies paid to employers as an incentive to employ young people.
- educational programmes - basic education to help young people qualify for occupational training or to extend their basic education voluntarily.
- job creation - creation of jobs in the public sector or for leisure activities.
- programmes for disadvantaged - remedial education in basic cognitive skills;
  - programmes to improve motivation and personal integrity.

3.4 AUSTRALIAN PROGRAMMES

Australia has initiated several programmes to either encourage employers to employ young people or to increase the employment potential of the young and unemployed people. The following programmes have been initiated at state and federal levels:

- National Employment and Training System (N.E.A.T.)
  - to provide training to meet labour market demands for those unemployed.

- Pre-Apprenticeship Training
  - courses are conducted by state technical education authorities. They enable a potential apprentice to complete two thirds of a technical education before beginning an apprenticeship.

- Special Youth Employment Training Programme (S.Y.E.T.P.)
  - a subsidy is provided to employers who are prepared to provide work experience for six months;

  - applicants must have been unemployed for four months.

- Commonwealth Rebate for Apprentice Full-Time Training (C.R.A.F.T.)
  - to increase the training of tradesmen through apprenticeship.

- Community Youth Support Scheme (C.Y.S.S.)
  - provides young unemployed persons with employment orientated activities which may result in a young person obtaining a job.

A search was undertaken to locate evaluation studies that may have been completed on the above programmes. Except for the recently completed evaluation of the Community Youth Support Scheme (1978), little research has been carried out to assess the effectiveness of these programmes.

Research findings applicable to the Australian scene are sadly lacking. This means that questions asked within this study cannot be answered from the results of other investigations.

3.4 PREVIOUS RESEARCH ON UNEMPLOYED YOUTH PROGRAMMES

The researchers envisaged obtaining relevant overseas research on unemployed youth programmes from a search conducted into the Educational Resources Information Centre (E.R.I.C.). The short duration of the study and the time taken for reports to come from the E.R.I.C. clearinghouse severely hindered a literature review of the small number of evaluation studies conducted in this area.

One study obtained from the E.R.I.C. search, concerned an evaluation by the Institute of Career Officers (1972) of a 'Government Vocational Training Scheme' conducted in Great Britain. The scheme was a 12 week programme in which skills were taught to semi-skilled workers. It was based in various colleges of further education. The programmes were reported as being beneficial in teaching "... skills and their attendance at the course has recreated some self-discipline in the boys and has helped to give them more confidence, which rapidly deteriorates during spells of long-term unemployment".

Another study in America, by Manpower Administration (1968) indicated that, "skill training is clearly the most significant aspect of these manpower programmes".

These manpower programmes, teaching occupational skills to unemployed youth, were similar to the Australian unemployed youth programmes. Both these vocationally orientated programmes sought to raise the work skills levels of the young and unemployed. In addition, the South Australian Unemployed Youth Programme aimed at teaching social skills.

The similarity of the Unemployed Youth Programme to these overseas studies is further revealed by the following quote from the same project. This study highlighted the issue that "skill training is not only important because of its economic relevance but for its psychological reasons [sic] as well. The motivational problems that are critical among these trainees, problems of confidence and feelings of powerlessness, can best be helped by providing trainees with an underpinning of competence in a meaningful skill".

These overseas studies would have offered some guidance to the research team when formulating the research strategy. As the two training schemes were concerned with teaching skills, the evaluation procedures used in the overseas research studies may have assisted the research team when considering the methodological approach to be adopted.

A distinct lack of research is evident in Australia on programmes to aid the young unemployed. Although the research team endeavoured to obtain research studies in this area, they were only able to discover various studies on essentially the effects of unemployment. Toward the end of the research project, access was gained to an evaluation report on the Community Youth Support Scheme (1978). Unfortunately, this report arrived too late to provide any guidance during the formulation stages of the research.

It appears that Australia has not endeavoured to evaluate programmes initiated to help unemployed youth. This meant that the research team was entering a relatively new field without the benefit of other research.

CHAPTER 4. METHODOLOGY

4.1 NEED FOR THE STUDY

The Department of Further Education established the Unemployed Youth Programme in 1976.

It was highly desirable that after one year of operation an assessment of these programmes should be made. Government and voluntary organisations involved in providing assistance to unemployed youth, were hindered in their efforts by a lack of understanding of the problems experienced by unemployed youth. Responsibility for the knowledge vacuum rests upon the paucity of research concerning unemployed youth. Were research information available, it may have been possible to refute substantial misinformed and often uninformed opinion relating to youth unemployment. Evaluative research would provide information capable of reducing the vicissitudes of opinion damaging to the strategies aimed at meeting the needs of the young unemployed.

Previous evaluation of the Unemployed Youth Programme has been limited to a subjective interim analysis performed by the various project officers. Their task was to assess within their respective area:

- the level of unemployment and underemployment;
- the potential for self-employment;
- the state of community attitudes to and support given to those young and unemployed;
- the potential for and acceptance of the concept of voluntary work.

It was important that the evaluation allow the Unemployed Youth Programme to be re-examined. Aims can be consolidated, policies reformulated and the most efficient use of resources can be determined in the light of the evaluation findings.

It was expected that the findings would establish an information base enabling improvements and modifications to be made to present and future programmes. Assessment of the effectiveness of these programmes would ensure that later programmes provided most benefit to participants in particular and to the community in general. Current programmes which register little impact could be revamped to incorporate the appropriate skills. Furthermore, funds could then be directed with more precision into the most effective programmes. The resultant benefit would be more appropriate programmes which in turn would optimise the use of financial resources.

In particular, it was expected that the research findings would provide information which would enable the co-ordinating body to:-

- assess the impact and effectiveness of the current programmes;
- determine the skills which have been useful in existing courses;
- modify course content and emphasis where necessary;
- plan resource allocation for the areas which relate to finance, facilities and staff;
- improve the cost effectiveness of the Unemployed Youth Programme in terms of human as well as financial considerations;
- plan for the needs of a diverse client group;
- make comment and recommendations about the overall administration of the programmes;
- determine the acceptance of the Unemployed Youth Programme by varied interest groups;
- determine the most efficient mode of operation for project officers;
- determine what on-going evaluation procedures are necessary.

4.2 THE GENERAL AIMS OF THE EVALUATION

It was essential that the evaluation analyse the organisational structure and its method of operation to allow future planning to increase the effectiveness of the programmes. The role of the project officer would need to be investigated to determine what, if any, changes were necessary to increase efficiency. Attention would have to be given to funding arrangements in order to determine the most appropriate method of financing the unemployed youth programmes in order to decide whether the present system should continue or the control of funds should pass to college principals or to project officers.

The philosophy of the Unemployed Youth Programme was to locate many programmes outside existing colleges of further education. The research findings would provide data that either reinforced or negated this *modus operandi*. It was a question of locating programmes where they function effectively and reach the largest number of unemployed youth. Perhaps the use of college facilities might enhance efficiency but deter the young unemployed from entering a programme.

Additionally, a review of the college role was necessary in order to determine the priority they would give to unemployed youth programmes and whether college facilities could cater for those participating in such programmes. Not only was this a question of facilities but a question of the availability of staff to conduct programmes.

Finally, the evaluation would endeavour to suggest guidelines for future on-going evaluation procedures and reasons why such procedures are necessary. The very nature of the problem of unemployed youth, its complexity and changing structure, necessitates the need for constant programme review. Constant review would increase the responsiveness of the various departments in meeting the fluctuating needs of the young unemployed. On-going evaluation would enable programmes to be directed continuously into areas which produce greater effectiveness.

4.3 ESTABLISHMENT OF A RESEARCH TEAM

Three previously unemployed graduates with research experience were engaged by the Department of Further Education to undertake the research study on a contractual basis for three months. The project commenced on 11 April and was to be completed by 30 June, 1978. The deadline was extended later by one month.

Working from an initial research brief the three project officers were given the task of refining the initial research objectives, designing and 'piloting' the questionnaires, conducting the survey in metropolitan and country locations, analysing the data and writing the report.

To oversight the project an advisory committee was established. As well, the project was discussed with a number of research workers, outside of the Department, within the field of youth unemployment.

4.4 AIMS AND OBJECTIVES OF THE EVALUATION

4.4.1 Participant related

The research project aimed to assess the effectiveness of the Unemployed Youth Programme by seeking information from participants, project officers, instructors, principals, employers and community groups. The objectives were modified a number of times as a result of discussion with the supervisory body and persons outside the Department possessing research experience in youth unemployment. The final set of objectives was designed to give weight to the most important group - the young unemployed participating in the programmes. It was felt that, to attempt to assess the benefits derived by participants, a division of these benefits into two areas of skill assessment and life assessment was required. The project was designed to assess the success with which the work and social skills of the participants were increased.

4.4.1.1 Skill Assessment

Emphasis was placed on assessing:-

- the new skills developed by participants;
- the improvement in and maintenance of existing skills;
- the additional skills which participants may require to become more employable, and, which are not already being taught in existing programmes;
- the increased "employment potential" after being a participant.

4.4.1.2 Life Assessment

The project was also concerned with indicators of how the programmes had:

- improved a participant's life situation (i.e. to live with oneself and like oneself while unemployed);
- provided contact and new experiences with adults in a non-threatening, learning environment;
- improved confidence, self-esteem, self-evaluation;

- raised participants' level of understanding of the unemployment situation and consequent positive adaptions with this realization;
- improved or created new attitudes toward employment and employers.

These two areas of assessment relate specifically to the possible benefits to be obtained by participants from the programmes.

4.4.2 Staff related

The following objectives relate to principals, project officers and instructors:

- understanding and acceptance of the philosophy of the Unemployed Youth Programme;
- implementation of programmes within a college or outside a college;
- mode of operation concerning the use of qualified, suitable instructors, the types of programmes initiated;
- funding arrangement and management effectiveness.
- take-up rate or outreach of the unemployed youth programmes;
- reasons for the low or high take-up rate of the programmes;
- role of the project officers as catalysts to expand the numbers involved in the programmes.

4.4.3 Organisation related

An overview of the unemployment situation and the attitudes and support for the Unemployed Youth Programme were sought from community groups, government departments (Department for Community Welfare, Department of Social Security, Commonwealth Employment Service), parents, industry associations, employers and unions. Discussion focused on:

- the impact of the programmes;
- the skills lacking in industry and commerce;
- the direction which new programmes should take.

4.5 SELECTION AND DESIGN OF SURVEY INSTRUMENTS

Refer to Appendices E to K for the six questionnaires used for participants, principals, project officers, instructors, parents and employers.

The questionnaire was the best instrument because it was judged to be the only method that would successfully return the detailed information desired within the time available. The questionnaires were also a means of standardizing the data collection procedures. Working from the objectives of the study, the research team developed a number of open-ended questions together with a series of closed questions. Response categories were developed from the initial piloting of the questionnaire and according to the different range and type of answers expected from the respondents. Continual reshaping of these questions and response categories resulted from the input given by the advisory committee members. Comments were also sought from a number of other researchers with relevant expertise in universities and colleges of advanced education. Their comments were helpful in improving the quality of the research instruments.

After designing the draft questionnaires, a pilot study was conducted on two unemployed youth programmes that were randomly selected. This resulted in a number of minor changes being made to the order and wording of some questions. In particular, this pre-testing provided a number of categories that allowed previously open-ended questions to be asked as closed questions.

Two additional trials indicated further minor changes which were incorporated into the final questionnaires. A number of items were retained as open-ended questions as they concentrated on eliciting data unique to the three types of programmes (described in Section 2.7.1 - 2.7.3). Their uniqueness hindered the use of inclusive categories for these questions. Finally, the closed questions were coded to enable analysis of data by computer. All told six different questionnaires were produced, one for each separate client group.

4.6 ISSUES COVERED IN THE QUESTIONNAIRES

The questions were categorised according to the various types of information sought.

4.6.1 Questionnaire for participants

The first section of the participants' questionnaire, (questions 1-6) was concerned with biographical data in an effort to establish the age of participants, their location (country or metropolitan) and whether they constituted short or long term unemployed youth.

The next section of questions (7-14) sought information on how participants were contacted, the reasons for joining a programme, and to some degree, their level of motivation and satisfaction with a programme.

Questions 15-18 were concerned with the changes to daily activities and social interactions which may have resulted from involvement with the programmes.

Questions 19-24 requested information concerning the impact the programmes had on participants. This impact was couched in terms of skills learned and the benefits gained from learning these skills.

The educational section (25-36) focused attention on the school leaving age, the level of education attained and the reasons for leaving school. These questions were inserted to investigate the degree of correlation between the educational level of the participants and their reasons for leaving school. Additionally, the questions were designed to ascertain whether career guidance at secondary school had affected job expectations and whether their job expectations had been changed as a result of participating in the programmes.

Questions 36-40 were concerned with the understanding of participants of their home situation, how their parents have reacted to them being unemployed and whether any particular problems had arisen with their parents.

Question 41, the final item was included to provide a last opportunity for participants to express their opinions on either the programme or unemployment.

4.6.2 Questionnaire for principals

The first section (question 1) sought the comments of principals concerning what they considered to be the main aims of the Unemployed Youth Programme.

The next section, (questions 2-4) sought information on the need for unemployed youth programmes and whether these needs were different from those of the students who traditionally attend colleges of further education. Principals were also asked whether other methods were required to meet these needs.

Questions 5-8 asked for comments on the most appropriate setting for unemployed youth programmes;

(that is, whether they should be held inside or outside of a college of further education). Principals were asked to comment on the advantages and disadvantages of each situation.

Question 9 was concerned with the funding arrangements of unemployed youth programmes and any changes that principals thought could be made to these arrangements.

The final items (questions 10-11) were concerned with assessing the advantages and disadvantages of using college staff and facilities to assist in conducting the programmes.

4.6.3 Questionnaire for project officers

The first section (questions 1-4,9,12) requested information on how the participants were contacted and what possible measures could be employed to contact the unemployed youth not involved. Project officers were asked to state who initiated the programmes, what records they kept and their estimation of the percentage of unemployed youth they were reaching.

The second section (questions 5,6,10) sought the opinions of project officers in regard to the aims and benefits of the programmes to the participants.

The third section (questions 7,8,14,15) sought information on the degree of co-operation received from various government agencies and community groups by project officers. Finally, information was obtained concerning their association with colleges of further education and the interest shown in the programmes by local employers.

4.6.4 Questionnaire for instructors

Initially, the instructors were asked to outline how they became involved with the programmes. Question 1 sought to examine the source of recruitment and background of the instructors.

Question 2 sought to obtain from the instructors their perceptions of the aims and objectives of the programme with which they were involved.

Questions 3-5 concerned the skills being taught to and acquired by the participants, how they were then able to use these skills and whether the needs of the youth attending courses were being met.

The next section (questions 6-11) concentrated on determining those factors which contributed to the effectiveness of the programmes.

Questions 12 and 13 requested information from the instructors on possible new directions for future programmes, and whether recognition should be accorded to participants. Additionally, instructors were asked to comment on the existing funding arrangements with the view to suggesting the most suitable funding procedures.

4.6.5 Questionnaire for parents

Question 1 asked the parents to nominate what they perceived to be the aims of the unemployed youth programmes.

The next questions (2-4) requested information concerning whether the participants were actively seeking work, had ever been employed and thoughts of parents on why their son/daughter was unemployed.

Questions 5 and 6 asked the parents to state the benefits that they perceived the young unemployed to be deriving from attending the programme.

The final two questions (7, 8) sought ideas from parents on what measures could be initiated by the Federal and State governments to assist the young unemployed.

4.6.6 Questionnaire for employers

Questions 1-3 sought information from employers concerning what skills industry was presently lacking and might possibly require in the future. As well, employers were asked to assess the job opportunities that existed in their areas for the young unemployed.

Question 4 concerned the characteristics of potential employees which were preferred by employers and whether they would employ graduates of unemployed youth programmes.

The concluding questions (5 and 6) sought to gain employers' collective perceptions of the problems experienced by unemployed youth and what might be done to overcome these problems.

4.7 SOME CONSIDERATIONS IN ADMINISTERING QUESTIONNAIRES

Before the questionnaires were finalized, consideration was given to a number of methods for administering the questionnaires. One was to use a personal approach, with participants completing the questionnaire by themselves. The second approach concerned a structured interview schedule with the researchers asking questions and filling out the questionnaires themselves. Piloting of the questionnaire proved valuable in determining the most efficient method. It was decided to ask participants, parents, project officers, instructors and principals to complete the questionnaire individually. For employers, an interview schedule was used to enable further questioning of their replies.

It was suspected that a few participants, because of limited literacy and numeracy skills would have insufficient time and thereby be unable to complete the questionnaire by themselves. This fear was dispelled during piloting of the instrument. For those who encountered difficulties, it was planned for a member of the research team to be on hand to render assistance if required by the participant. The piloting experience indicated that this would usually entail interpreting a question for the participant.

The questionnaires for parents of participants, college principals, project officers, instructors and employers were designed using similar methods to elicit the information appropriate to those groups. With the exception of the questionnaire designed for instructors, time prevented pilot runs from being made for these questionnaires.

4.8 COURSE CLASSIFICATION

Consideration had to be given to some form of classification to identify the main types of programmes. The research team used the existing aims established within the Unemployed Youth Programme Unit.

The programme classification was constructed from these aims and definitions developed for the terms 'skills' and 'employment'.

In this project the word 'skill' was broadened from the progression of ability to perform simple to more complex tasks to incorporate skills which enhanced independence in social functioning and improved social relationships. As well, skill was interpreted to mean the raising of the degree of competence and self-worth of the individual.

Employment was defined to cover the following aspects:

- the opportunity to become gainfully self-employed, not necessarily for monetary benefits, but in the employment of their time to constructive ends;
- the opportunity to be successfully employed in the event of partial/full economic recovery;
- the potential to be absorbed by job creation schemes initiated at the Federal/State/Local levels, regardless of whether these are paid or unpaid positions;
- the potential to be employed in possible job vacancies, i.e. the participants become increasingly competitive for available jobs.

Programmes, albiet not mutually exclusive, were divided into three categories. They were 'personality maintenance' programmes, 'practically oriented' programmes and 'new skills' programmes the characteristics of which have been described previously. (Sections 2.7.1 - 2.7.3).

4.9 SELECTION OF REGIONS

Initially the State was divided into regions according to the districts supervised by:

- the 28 various colleges of further education;
- the districts covered by the project officer operating in the college area.

These regions were then divided into metropolitan and country areas which enabled a balance to be achieved between these two areas. In all, nine colleges from the metropolitan region and five from the country region were surveyed. Selection depended upon whether a particular region had begun unemployed youth programmes. The programmes were selected for evaluation on the basis that they were currently operating. The time allowed was based on the need for field research, the travel involved and the finance available.

Hence, allowing for these constraining factors, the following districts supervised by project officers were able to be evaluated:-

Metropolitan

Elizabeth
Kensington, Panorama
Port Adelaide
Brighton, O'Halloran Hill
Regency Park, Strathmont,
  The Parks.

Country

Whyalla
Port Augusta, Port Pirie
South East - Mount Gambier
  Naracoorte
  Penola
  Lucindale
  Bordertown

4.10 SELECTION OF PROGRAMMES

Thirty programmes were selected to represent the three defined course categories:

- personality maintenance programmes - 4
- practically oriented programmes - 17
- new skills programmes - 9

The programmes were selected randomly from an alphabetical list in each category. The ratio of 4:17:9 was in proportion to the number of programmes in each category. The sample of programmes so obtained reflected the actual proportions of metropolitan and country programmes in these. The project officers confirmed that the selected programmes were typical of programmes within their region. The programmes which were surveyed, broken down into specific categories are shown in Table 4.1.

TABLE 4.1

PROGRAMMES IN THE SURVEY

COLLEGE	CATEGORY I	CATEGORY II	CATEGORY III
Brighton		Garage project Handyman skills	
Elizabeth		Woodwork	
Kensington	Grooming and deportment	Leatherwork Silkscreening	Typing
Mount Gambier	Skills for life	Craft Woodwork	
Naracoorte		Craft	
O'Halloran Hill		Craft	Fibreglassing
Panorama		Weaving Pottery	
Port Adelaide		Leatherwork Garage project Woodwork	Driving Typing Comskil (2)
Port Augusta	Use of video equipment		
Port Pirie			Driving
Regency Park			Commercial cooking Food and bar service
Strathmont		Photography	
The Parks		Garage project	
Whyalla	Grooming and deportment	Welding	

4.11 SELECTION OF RESPONDENTS

4.11.1 Participants

The participants to be sampled were the total number involved in the selected programmes. Participants involved in more than one programme were required to complete only one questionnaire. A total of 230 participants were surveyed. This was 70 less than the anticipated sample size.

At the time of the survey there were close to 1 200 participants in the programme, of which 230 were sampled. In effect, because of the large sampling fraction, this sample of 230 was equivalent to a random sample of 285. Under the assumption that p, the proportion for an attribute in the population lies in the 0.35 to 0.65 range; then this sample size (230) gives a 95% confidence probability that the sample attributes will not be more than 6% different from the population (being sampled) attributes.

4.11.2 Principals

All the available principals of colleges in the selected regions were interviewed. There were twelve.

4.11.3 Project Officers

All twelve project officers were interviewed without attention being paid to whether their region was included in the survey.

4.11.4 Instructors

The instructors were sampled from those actually running a programme. A total of thirty were interviewed.

4.11.5 Employers

Representatives from employer groups were interviewed in each region. Employers were surveyed according to occupational areas related to the programmes currently operating.

(e.g. Employers from the hospitality trades where food and bar courses were operating; Clerical and Sales personnel for typing and commercial courses).

Employers were also selected by project officers recommending appropriate businessmen to survey in both metropolitan and country areas.

4.11.6 Parents

After obtaining permission from the participants to interview their parents, the research team made contact by telephone to arrange interview times. The intention was to interview as many parents as possible within the short time available. The researchers were restricted to interviewing 37 parents.

Interviews were arranged for twenty-five parents in two group sessions, with the other twelve being interviewed personally at their homes.

4.11.7 Other relevant groups

Representatives of employers, unions and the Chamber of Commerce were interviewed as were relevant persons from the Community Youth Support Scheme, the Commonwealth Employment Services, Local Councils and Community Groups. Usually two researchers visited the persons after making an appointment. Prepared questions were used to commence and guide the interview. The interviews were flexible in that they allowed for new directions to be taken.

4.12 SURVEY PROCEDURE

The sampling procedure involved contacting the relevant principals and project officers in a given region to inform them of the research project and to seek their assistance in conducting the survey in their area. Upon visiting a region, members of the survey team attended the selected programmes and informed participants that the research was being undertaken on the Unemployed Youth Programme by the Department of Further Education. The research team explained why the research was being conducted and what the evaluation hoped to achieve. The participants were informed that their responses would be confidential and only for perusal by the three research officers. Their comments would then be collated to obtain group data.

All participants were then asked to complete the questionnaire in their own time to ensure that responses were made after thoughtful and careful consideration. Participants were asked to refer all queries that they had concerning the questionnaire to the researcher(s) present. In this way it was hoped that contamination of answers by other participants would be minimal. While the participants were engaged in completing questionnaires, the instructor was asked to complete the questionnaire designed for instructors. After interviewing had been completed, there followed a short discussion in which participants were given the opportunity to comment on the survey instrument and on unemployment in general. Finally, the participants were thanked for completing the questionnaires.

Potentially, the sample would have comprised all the participants involved in the current programmes sampled. For a variety of reasons, not all current participants were surveyed. (e.g. non-compulsory attendance; time of day when the survey was conducted).

Constraints of time and the scope of the study restricted the number of programmes that could be approached a second time. Those that were revisited were the ones where the number of participants attending was below half the actual number involved on the first visit. A number of programmes were surveyed twice in metropolitan and country areas.

4.13 LIMITATIONS OF THE RESEARCH

The limited time of four months in which to plan a major survey, develop the instruments, carry out the interviews, collate and analyse the data and write the report severely restricted the research in a number of ways. One restriction resulted in insufficient time being given to the piloting of the questionnaires. Under the circumstances, it was felt by both the advisory body and the research team that the questionnaires would, nevertheless, be adequate in eliciting the necessary data. The need to begin the survey without delay prevented further pilot runs from being conducted.

Two other factors were of concern to the investigators. One was the timing of the survey which unfortunately coincided with the two week holiday period for colleges of further education. This prevented the researchers from interviewing some principals. The other was the scaling down of the programmes due to the uncertainty of funds continuing into the next financial year. As a result, many programmes were no longer operational. Regions were therefore selected on the basis of whether programmes were operating and convenient to use in terms of time, financial considerations and travel. The following districts were therefore excluded: the Riverland district; Eyre Peninsula and the South Coast.

4.14 ANALYSIS OF DATA

Analysis of the data from participants was performed by a computer using the Statistical Package for Social Sciences computer programme. An overall run of the results for the participants' data was requested initially. Preliminary analysis of this data suggested that individual runs for each programme category were warranted. Cross tabulations for certain questions were obtained on the overall and the individual computer runs. (Refer to microfiche files for complete printout of results). In addition to the computer analysis, statistical analysis was performed on some questions.

The open-ended questions were collated and analysed by devising comprehensive categories for the responses given by the participants.

The information from principals, project officers, instructors, parents and employers questionnaires was analysed and discussed. These are reported under a series of major headings.

CHAPTER 5. DISCUSSION OF RESULTS - PARTICIPANTS

5.1 INTRODUCTION

While the following analysis and discussion of results focuses on the overall responses of participants, particular comments will highlight any differences observed in the responses between the three categories. Tables will be provided in the following section, where appropriate, to illustrate the existing differences between the three programme categories;

- personality maintenance
- practically oriented
- new skills

Refer to Appendix E for participants' questionnaire.

5.2 PROGRAMME CLASSIFICATION

Table 5.1 lists the number and percentage of respondents participating in the three categories of programmes.

TABLE 5.1

CLASSIFICATION OF PROGRAMMES BY CATEGORY

PROGRAMME CATEGORY	RESPONDENTS	PER CENT
Personality Maintenance	34	14.8%
Practically Oriented	97	42.2%
New Skills	99	43.0%
TOTAL	230	100.0%

The greatest number of programmes surveyed fell into Practically Oriented and New Skills categories. As the Department of Further Education is responsible for teaching specific vocational skills to individuals, rather than providing 'support' programmes, the results may well reflect the current Departmental policy.

5.3 COLLEGES OF FURTHER EDUCATION

Fourteen Colleges of Further Education, nine in the metropolitan area and five in country regions, were involved in the evaluation of the Unemployed Youth Programme.

Table 5.2 presents the colleges of further education included in the evaluation grouped geographically along with the totals of unemployed youth programme participants who were interviewed, from those colleges. The eight specified regions refer to the area and college(s) with which the project officers were associated.

It should be noted that Table 5.2 is not a measure of the total number of programmes or participants that have been associated with the colleges over the past twelve months. It is simply an indication of where these courses are currently operating and of the students who were attending programmes at the time the evaluation team was able to arrange a visit.

TABLE 5.2

COLLEGES OF FURTHER EDUCATION, REGIONS AND PARTICIPANTS INCLUDED IN THE SURVEY

REGION	COLLEGE OF FURTHER EDUCATION	PARTICIPANTS
1	BRIGHTON O'HALLORAN HILL	23
2	ELIZABETH	5
3	KENSINGTON PANORAMA	39
4	NARACOORTE SOUTH EAST	23
5	THE PARKS REGENCY PARK STRATHMONT	30
6	PORT ADELAIDE	76
7	PORT AUGUSTA PORT PIRIE	12
8	WHYALLA	22
	TOTAL	230 respondents

5.4 USE OF COLLEGE FACILITIES

The experience of the three original project officers employed in 1976, suggested that unemployed youth programmes could be operated more successfully in a location different from those usually provided by the Department of Further Education. The assumption was made that, if unemployed youth could not readily be attracted to attend colleges of further education, suitable programmes needed to be taken to them. Thus programmes were established in non-institutional settings. Furthermore, it was arranged for programmes to be conducted by people with an understanding of the needs of unemployed young people.

The majority of unemployed youth programmes were thus established in rented premises, situated away from the colleges of further education. A few programmes were initiated within colleges because the facilities were available, and in some cases because of the need to have college staff instructing the participants. Nevertheless, the majority of instructors who were employed to conduct the various programmes, were unemployed people with special knowledge in a given field and with proven capacity to communicate effectively.

TABLE 5.3

PROGRAMMES CONDUCTED EITHER WITHIN COLLEGES OR AT EXTERNAL PREMISES - NUMBERS AND PERCENTAGES OF RESPONDENTS

LOCATION OF PREMISES	INTERNAL	EXTERNAL
PROGRAMMES	7 23%	27 77%
RESPONDENTS	58 25.2%	172 74.8%

Twenty five per cent of the participants surveyed (23 per cent of the programmes) were involved in programmes which were conducted within college premises. The remaining 75 per cent of respondents participated in programmes which were conducted in premises external to the colleges. These external premises included Job Hunters' Clubs.

The data suggests that while there are obvious advantages in conducting programmes within colleges wherever it is possible and appropriate, at times when participants cannot be attracted to colleges, project officers must locate and rent suitable premises and obtain the appropriate equipment. The interests of the student must be considered before those of the educational institution.

Project officers have asserted that unemployed youth have a diverse range of abilities and interests and therefore require a range of opportunities to satisfy their needs thereby enabling them to become more competitive in the job market. Of course, some unemployed youth will be easily attracted to a college while others will be reluctant to expose themselves voluntarily to such educational institutions.

5.5 LOCATION OF PROGRAMMES

Twenty-two unemployed youth programmes were visited in the Adelaide metropolitan region. These programmes involved 76.5% of the respondents.

The eight programmes visited in country areas involved 23.5 per cent of the sample. This balance was in keeping with the total number of programmes distributed across metropolitan and country regions.

There is good reason for the number of unemployed youth programmes operating in the metropolitan region far exceeding those being conducted in country regions. The number of unemployed in the metropolitan district far exceeds those unemployed in country area.

Project officers in country regions encountered a greater work load per programme than did their metropolitan counterparts. Country project officers generally were required to travel greater distances. Consequently the time that metropolitan project officers spent contacting unemployed youth and implementing programmes was taken up for country project officers in travelling greater distances.

Country areas are generally more deficient in community resources. Facilities and activities which unemployed youth can utilise are comparatively sparse. Thus an additional important aspect of the duty of country-based project officers was to act as a community catalyst. Of prime concern was the establishment of community councils which could cater for the needs of their unemployed youth. This responsibility and involvement further reduced the amount of time available in which to contact unemployed youth. The country project officers were hindered to a degree by these added responsibilities. On the other hand they received support and advice from community councils in developing and implementing programmes.

Unemployed youth in country areas do not have the public transport facilities that unemployed youth in the metropolitan area have available. The youth in country areas encounter difficulties in reaching programmes. This factor influences the number of participants which project officers can entice to programmes.

Another factor which accounts for the greater number of programmes existing in the metropolitan region is the co-operation from the Department for Community Welfare.

Many programmes are conducted at Job Hunters' Clubs which attract youth from the surrounding suburbs. Although Job Hunters' Clubs operate in some country areas, their clientele is predominantly the youth living in the particular town. Those who live on the outskirts or on farms are seldom able to use Job Hunters' Clubs.

5.6 SEX AND AGE OF PARTICIPANTS

The evaluation required that a profile be established of the characteristics of youth attracted to unemployed youth programmes.

5.6.1 Male/Female Respondents

The sample from the programmes surveyed comprised a roughly equal balance of male and female respondents - 101 males (43.9%) and 129 females (56.1%). The balance in favour of female participants is true for both metropolitan and country regions (Table 5.4).

TABLE 5.4

PERCENTAGE DIFFERENCES BY SEX AND LOCATION

LOCATION	MALE	FEMALE	TOTAL
Metropolitan	43.2	56.8	100
Country	46.3	53.7	100

A report of the Youth Unemployment Working Party (1976) revealed that unemployed females in country areas particularly were more disadvantaged than unemployed males and were less likely to find employment than males. The above data, however, suggests that the Department's unemployed youth programmes endeavoured to overcome the disadvantages suffered by some females in both locations by imparting new skills to them so their employment prospects may be enhanced.

The majority of the respondents were aged between 15 and 18 years.

The high proportion of 15-18 year olds indicates that they have recently left school. Therefore, unemployed youth programmes are attracting these people before they become long-term unemployed. The programmes are both teaching them new skills and maintaining existing skills.

Table 5.5 indicates that three quarters of the respondents were under 21 years of age. 40% of those currently unemployed in South Australia are of this age group. (Commonwealth Employment Service, 1978).

TABLE 5.5

AGE OF RESPONDENTS

AGE IN YEARS	RESPONDENTS	PER CENT
15-18	123	53.5
19-20	48	20.9
21-25	52	22.6
over 25	7	3.0

It is to the advantage of the individual and the community at large, that unemployed youth further their education to enable them to contribute positively in some way to society. It is significant, therefore, that the unemployed youth programmes are attracting such a large number of individuals who are under 21 years of age, and, who are making use of the opportunity provided by these programmes.

Although unemployed youth programmes are informal in nature, and distinctly different from high school education, in a small way they help to fill the gap left after the routine of school has been interrupted. Peer group contact, often lost when an individual leaves school, is maintained through attendance at unemployed youth programmes.

5.7 LENGTH OF TIME UNEMPLOYED

Forty per cent of the respondents were unemployed for a period of less than four months. An O.E.C.D. report (Sinfield 1968) defined the long-term unemployment period as 15 weeks or more. Thus the Unemployment Youth Programme is attracting a large proportion of unemployed youth prior to them becoming long-term unemployed. This means that people are being reached before they resign themselves to a state of long-term unemployment.

TABLE 5.6

LENGTH OF TIME UNEMPLOYED

TIME IN MONTHS	RESPONDENTS *	PER CENT
0 - 4	92	40
5 - 9	73	31.7
10 - 14	24	10.4
over 14	38	16.5

* 3 non-responses.

Sixty per cent of those participating in unemployed youth programmes are long-term unemployed (where long-term is defined as greater than four months). This sixty per cent, while defined as constituting long-term unemployed could not be considered to be chronically unemployed, in that they have not as yet resigned themselves to accepting their current situation. It will be noted, however, that the figures show a pattern of declining participation in unemployed youth programmes as the length of time of unemployment increases.

5.8 EMPLOYMENT SITUATION OF OTHER MEMBERS OF THE HOUSEHOLD

This investigation wished to determine whether participation in the programme had some relationship to the employment status of other members of the participants' households. Where no other unemployment existed in a family, individuals may be experiencing pressure to appear to be active while unemployed and therefore may be attending programmes for this reason. In addition, the occurrence of further unemployment within a household will provide an indication of the prevalence of unemployment within a family setting.

TABLE 5.7

MEMBERS OF HOUSEHOLD UNEMPLOYED

RELATIVE	RESPONSES	PER CENT OF RESPONDENTS
Father	19	14.6
Mother	16	12.3
Sister	29	22.3
Brother	27	20.8
Friend	74	56.9

Total Responses 165 Total Respondents 130

Forty-four per cent (100 participants) of the respondents did not reside in a household where other individuals were unemployed.

Of the 56 per cent who shared the experience of unemployment with another member of the household, 43 per cent of these respondents indicated that they had unemployed brothers or sisters.

Twenty-seven per cent of this sub-group had more than one other member of the household who was unemployed. Fifty-seven per cent of the sub-group respondents indicated that friends with whom they lived were unemployed.

There are no official statistics on the number of unemployed youth *vis a vis* the number of other people within their families who are also unemployed. It was noted that the proportion of unemployed youth who shared the experience of unemployment with another member of the household, was high (56%). The project officers considered that family unemployment was an important causal factor in youth unemployment. They formed this opinion both from their knowledge of participants within the programmes and of those young unemployed who did not attend. In fact this latter group may be a cause for even greater concern in that the family unemployment may be even stronger.

This area of disadvantage appears to be of relatively high priority and it is recommended that further research be undertaken on this question.

Even though many have close relatives and friends who are unemployed, their participation in the programmes suggests that these unemployed youth are not prepared to accept their situation but are making a very determined effort to become vocationally competent and competitive.

5.9 KNOWLEDGE OF PROGRAMMES

The participants of unemployed youth programmes were asked to nominate how they discovered particular programmes were being conducted. Table 5.8 below, indicates how the participants heard about the unemployed youth programmes.

TABLE 5.8

SOURCES OF INFORMATION ABOUT UNEMPLOYED YOUTH PROGRAMMES

SOURCE	FREQUENCY	PERCENTAGE
Commonwealth Employment Service	54	22.8
Newspaper	47	19.8
Word of Mouth/Friend	42	17.7
Department of Community Welfare	35	14.8
Project Officer	28	11.8
Parents	11	4.6
School	6	2.5
Community Council	6	2.5
Radio/Television	5	2.1
Department of Social Security	3	1.3
TOTAL	237 *	100.0%

* Some respondents gave more than one source. To many questions, respondents were allowed to give more than one reason. This allowed scope for the respondents to articulate the variety of pressures to which they were often subjected. These pressures often resulted in more than one answer being relevant to a particular question.

The Commonwealth Employment Service and the Department for Community Welfare were the heaviest contributors in that they collectively referred 37.6 per cent of the participants to the programmes. This indicates close co-operation between various government departments and the unemployed youth programmes. The respondents and several project officers commented that certain Commonwealth Employment Service personnel were far from helpful in their dealings with the young unemployed. The involvement of Commonwealth Employment Service offices was largely dependent on the attitudes of the staff within them.

Newspaper advertisements, usually in the "Situations Vacant" column, rated second to referrals from the Commonwealth Employment Service. This suggests that unemployed youth who regularly read the paper in search of employment positions, are receptive to unemployed youth programme information. Those young unemployed with inadequate literacy skills would most likely not be contacted in this way.

Probably, as a result of a 'snowballing effect' 18 per cent of current participants found out about the programmes by word of mouth either from friends who were themselves involved, or, who had recently completed a programme. The value of word of mouth is emphasised further when it is considered that the project officers accounted for a significant 11.8% of the total.

The remaining five information sources accounted for a small fraction of the total.

It is not possible to endorse one method over another as a more successful means of informing unemployed youth and therefore a variety of sources must continue to be used. It should be noted that registered unemployed can be reached at the local Commonwealth Employment Service office, where they are required to submit their fortnightly claim for unemployment benefits.

Accordingly it is recommended that the Commonwealth Employment Service be used as the major focal point for formal contact with unemployed youth, with informal contact being maintained, and where possible strengthened, through the major five information sources.

5.10 REASONS FOR BECOMING INVOLVED IN UNEMPLOYED YOUTH PROGRAMMES

All participants voluntarily elect to attend a programme. Respondents were asked to indicate those reasons most appropriate for becoming involved in the programme of their choice. They were allowed to nominate more than one reason. Table 5.9 sets out the major categories of reasons supplied along with number of responses supplied by the 230 respondents.

TABLE 5.9

REASONS FOR BECOMING INVOLVED	RESPONSES	PERCENTAGE OF TOTAL RESPONDENTS
To Learn New Skills	138	60.5
Programme Interested Me	92	40.4
Something Worthwhile to do	84	36.8
To Meet Other People	80	35.1
To Gain a Job	72	31.6
To Help Maintain Skills	66	28.9
Better Knowledge of Jobs	31	13.6
Just Something To Do	10	4.4
Parents Wanted Me To	8	3.5
The Only One Available	6	2.6
	587 *	

* Some respondents gave more than one reason.

As the table highlights, 61 per cent of those youth currently attending programmes stated a wish to learn new skills. These unemployed youth were attending programmes with a desire to learn and advance themselves by acquiring worthwhile work skills which would hopefully enable them to become employed. Attendance at programmes provided useful work experience required by many employers, and indicated the participants' motivation to learn and a positive self-help attitude. Forty per cent enrolled in a programme because it appealed to their particular interests. The participants were evidently endeavouring to further their educational, social and leisure interests rather than 'vegetate' while unemployed. Programmes apparently matched their interests and enabled them to engage in worthwhile activities.

Thirty-seven per cent of all respondents indicated that the programmes were "something worthwhile to do", in preference to staying at home or engaging in non-productive activities. Programmes were viewed as constructive ways to use the time unemployed and created the opportunity to meet other people their own age.

Peer contact and the chance to make new friends were important to 35 per cent of participants. The social isolation experienced by the unemployed, particularly females who tend to be less socially mobile than males, was diminished by attendance at a programme.

Finally, 31 per cent of respondents became involved in the programme in order to "gain a job". Participants were constructively and intentionally learning work and social skills, gaining simulated work experience and developing their interests in order to assist them to secure employment.

Overall, when the three separate categories of programmes were analysed the participants did not vary to any extent in their stated reasons apart from one for joining the programmes. The exception was that 47 per cent of those in "New Skill Programmes" specifically enrolled to gain a job. As could be expected participants in this category were more concerned to develop work skills for traditional employment in those occupations where vacancies occurred.

5.11 METHOD OF TRAVEL

Responses were analysed according to the method of travel used to attend the programme.

TABLE 5.10

METHOD OF TRAVEL TO THE PROGRAMME

METHOD OF TRAVEL	NUMBER OF RESPONSES	PERCENTAGE OF RESPONSES
Public Transport	75	33%
Car/Motor Cycle	110	48%
Push Bike/Walk	44	19%
TOTAL	229 *	100%

* one non-response

Forty-eight per cent of participants used a car or motor cycle to attend the programme. While almost half of the respondents attending programmes have their own means of transport, it is not possible to ascertain the number who are prevented from attending programmes because of transport difficulties.

As indicated in Chapter 7 country project officers were adamant that a determinant of the low participation rates was the transport difficulties faced by the young unemployed, particularly those living in outlying districts.

Of the participants who travelled by public transport, 38 per cent were required to break their journey in order to reach the programme of their choice. This highlights the high motivation of some youth in helping themselves.

The distance participants travelled to a programme was analysed also.

TABLE 5.11

DISTANCE TRAVELLED TO THE PROGRAMME

DISTANCE TRAVELLED	NUMBER OF RESPONSES	PERCENTAGE OF RESPONSES
1-4 kilometres	120	53%
5-9 "	57	25%
10-14 "	32	14%
15 or greater	18	8%
TOTAL	227 *	100%

* 3 non-responses.

Slightly more than half of participants travelled a relatively short distance in order to attend a programme.

It should be noted that 22 per cent of participants were willing to travel 10 or more kilometres to attend the programme of their choice.

5.12 TIME SPENT EACH WEEK IN PROGRAMMES

The hours that participants were able to attend programmes varied considerably. Variations were caused by the availability of the instructor, the number of youth in a programme and the availability of the equipment and the premises required for the programme. The duration of programmes (from several hours per week to on-going yearly courses) also influenced patterns of attendance. Table 5.12 illustrates the number and percentage of respondents attending courses according to the number of hours per week.

TABLE 5.12

HOURS OF ATTENDANCE AT PROGRAMME

HOURS/WEEK	RESPONSES	PERCENTAGES OF RESPONSES
0 - 2	33	14.3%
3 - 6	65	28.3%
7 - 12	69	30.0%
13 - 25	32	13.9%
over 25	31	13.5%
TOTAL	230	100%

Over 85% of respondents attended for more than two hours per week. Considering that the average programme length was three hours per week, the response rate is most heartening. Although generally not dissatisfied with the hours during which they were able to attend the programmes, 70% of participants expressed a desire to attend the programme for more hours each week. In fact eighty per cent of those respondents who indicated they would like to attend more often were already attending up to 12 hours each week. This again indicates their desire to improve their employment potential.

Programmes should therefore be structured and expanded to allow participants to attend for more hours each week.

5.13 PREVIOUS INVOLVEMENT IN PROGRAMMES

Thirty-one per cent of those interviewed had previously been involved with other programmes conducted for unemployed youth. After completing one programme, and while still being unable to secure employment, these students returned to attend further courses. They were intent on improving their employment potential, advancing or maintaining previously learned skills and in acquiring self-sufficiency skills (which in the latter case were regarded as necessary for facing a long period of unemployment).

The findings indicate that instructors and project officers were successful in directing unemployed youth into additional programmes. It should be noted that in some regions, programmes had only just commenced and the opportunity to enrol in a second programme was not yet available to participants.

5.14 ATTITUDE TOWARD THE PROGRAMME

Participants were asked to express their likes and dislikes about particular aspects of their programmes. They were allowed to select more than one item from a range of categories. The opinions expressed by the respondents are given in Table 5.13. This table has the items ranked from the most liked to the least liked, with the number of respondents and percentages indicated in the three columns.

TABLE 5.13

ATTITUDE TOWARD THE PROGRAMME

CATEGORY	LIKE	DISLIKE	NO OPINION
The Atmosphere	217 (96%)	0 (0)	10 (4%)
What You Are Learning	209 (93%)	3 (1%)	13 (6%)
The Way You Are Treated	204 (91%)	2 (1%)	17 (8%)
Instructor	202 (91%)	3 (1%)	19 (8%)
Developing Your Interests	196 (89%)	2 (1%)	21 (10%)
Contact With Other Members Of The Programme	190 (85%)	2 (1%)	31 (14%)
Different Environment From School	177 (80%)	1 (1%)	43 (19%)
The Hours	170 (78%)	18 (8%)	31 (14%)
Chance To Express Yourself	164 (75%)	2 (1%)	54 (24%)
Contact With Adults	150 (68%)	3 (1%)	66 (31%)

The general response was highly favourable for each aspect of the programme. The non-threatening, non-judgemental atmosphere carefully nurtured by project officers and instructors was viewed favourably by 96 per cent of the respondents. The creation of a relaxed and informal atmosphere was considered to be an essential and important component of the programme.

In contrast participants indicated they were most reluctant to attend a programme which had a learning environment similar to the one previously experienced at school. Eighty per cent of the respondents preferred their current learning environment, offering comments such that it was "different from school because the students that attend want to learn and improve themselves". It should be remembered that many respondents left school because they disliked it and they wanted to go out to work. Therefore they would be unlikely to return by choice to a school-room situation. (Refer Table 5.23). For this reason the project officers have been careful to develop conditions which encouraged learning and strengthened motivation.

Ninety-one per cent of respondents were quite satisfied with their instructor and with the way in which they were treated. This may be a reflection of the fact that instructors aimed to operate in a non-judgemental manner and to sympathise with and understand the plight of the young unemployed. To this extent the policy of selecting instructors who possessed the relevant skills and had recently been unemployed themselves would seem to be justified.

Respondents were evidently widening their interests (89 per cent) and were satisfied with the course content (93 per cent). One respondent summed up the general comments of her group succinctly when she stated that, "I am learning new skills that I was not able to learn at school and these will enable me to get work. This course is a positive, stimulating move to help young people and give the unemployed person a reason to feel as if they are not scum [sic] which is the present attitude".

The programmes provided the opportunity for the young unemployed to meet other people. Eighty-five per cent of respondents stated that they appreciated meeting other students in the programme. The social isolation and alienation experienced by the unemployed was evidently reduced by attendance at the programmes. One respondent remarked that "It was good to meet other girls who are unemployed, and to learn through talking with them that you are not the only one who gets depressed, loses self-confidence, etc., by not being able to get a job".

Overall there was little negative reaction to the programmes, as respondents either liked or else had no opinion about individual aspects of the programme. Generally, only one per cent of all respondents disliked a particular aspect of the programme.

There is strong support for the way in which these programmes are conducted. Nevertheless, in order to establish the attitude of non-participants, it would be helpful to look at the attitude of those participants who withdrew from the programmes and to seek the views of those unwilling to participate. Information from such sources may be useful in attracting and retaining such people.

5.15 PERCEIVED SOCIAL BENEFITS OF THE PROGRAMMES

The social benefits of the programmes were investigated also. Respondents were invited to select, from a range of possibilities, the aspects which they saw as relevant. Space was left for respondents to indicate other advantages.

Table 5.14 highlights these social benefits.

TABLE 5.14

SOCIAL BENEFITS OF THE PROGRAMME

CATEGORY	YES	NO	MADE NO DIFFERENCE
Make New Friends	189 (84%)	6 (3%)	31 (13%)
Meet Interesting People	178 (80%)	9 (4%)	35 (16%)
Have More Confidence In Yourself	160 (74%)	4 (2%)	52 (24%)
Maintain Contact With Unemployed Friends	121 (54%)	17 (8%)	84 (38%)
Get On Well With Other Adults	104 (47%)	10 (5%)	105 (48%)
Get A Job	73 (34%)	53 (25%)	88 (41%)
Maintain Contact With Employed Friends	69 (32%)	38 (17%)	111 (51%)
Get On Better With Parents	62 (29%)	35 (16%)	120 (55%)

The fact that a course of study allowed people to meet and cultivate new friendships was regarded as very important. The respondents cited the making of new friends (84 per cent) and the opportunity to meet new and interesting people (80 per cent) as important benefits of the programme. Instructors substantiated these social benefits. They suggested that contact with peers had improved the self-esteem and confidence of participants and had enhanced a whole range of positive social skills (e.g. communication, appearance, interview techniques, etc.).

Respondents indicated that the programmes had enabled them to develop more self-confidence (74 per cent). The following comment is typical of the reaction on this aspect: "Confidence is one of your biggest assets - if you are confident you are sure to be considered for a position, but unemployment knocks all the confidence out of you". Many participants saw the unemployed youth programmes as contributing to re-establishing this confidence.

5.16 SUCCESS IN ACHIEVING EMPLOYMENT

Thirty-four per cent of the respondents had successfully gained employment while still attending the programme. These respondents commenced working part-time while still attending the programme or were completing the programme before commencing full-time employment. Over half of those who had successfully gained employment (58 per cent), were currently involved in "new skill programmes". These programmes were specifically designed to equip participants for existing, traditional employment vacancies.

The programmes enabled some participants to become employed in occupational areas directly related to the training programme. Of the 73 participants who successfully gained employment, 42 of these did so in occupationally related fields. For instance, those who attended a wine and bar, cooking or typing courses were employed as waiters/waitresses, trainee chefs and typists/secretaries respectively.

The remaining 31 successful job seekers were employed in occupations not directly related to their programme, but it should be remembered the programmes were instrumental in the participants becoming employed. For instance, a participant who attended a driving programme to gain his licence, was then able to take a labouring job some distance from his home.

This suggests that the Unemployed Youth Programme is having a significant impact in terms of obtaining employment for the participants. They impressed employers with their motivation and desire to learn by their very attendance at programmes. In some cases the Commonwealth Employment Service gave preference to those involved in the programmes, when referring job applicants to employers.

The number of past participants who successfully gained employment was not investigated. It is probable that similar results would surface for past participants. Even so it is clear that the long-term pattern of effect of the Unemployed Youth Programme is not known. This would require a longitudinal study.

5.17 NEW EMPLOYMENT OPPORTUNITIES

The respondents were asked whether the programme had made them aware of any new employment opportunities which previously they had not considered. The replies were approximately balanced with 47 per cent of respondents stating they had been made aware of new employment possibilities and 53 per cent indicating they had not.

Many of the respondents in the former group commented that their current programme would enable them to work part-time (e.g. as waiters/waitresses; chefs) while seeking full-time employment. As well, work in the 'hospitality trade' was previously not an option some of the respondents had considered.

Girls attending driving programmes thought they may work as a taxi driver. This again is an option which had not been considered previously before attending the programme. The employment opportunities preferred by the respondents were generally related to the programmes in which they were currently engaged (e.g. photography, hairdressing fibreglassing).

5.18 EFFECTS OF PROGRAMMES ON LIFE-STYLE

The researchers were interested in assessing what impact the programmes had in affecting the life-style of the participants. Table 5.15 sets out the responses of participants with respect to the ways in which they altered their life-style since commencing the programme. The percentage of respondents for each of the four possible response categories is shown below the raw scores. A four point (increased, decreased, no-change, not applicable) scale is used.

TABLE 5.15

CHANGES IN LIFE-STYLE

CATEGORY	INCREASED	DECREASED	NO CHANGE	NOT APPLICABLE
Sleep In Late	9 (4%)	123 (55%)	76 (33%)	19 (8%)
Stay At Home	16 (7%)	144 (63%)	56 (25%)	12 (5%)
Watch Television	11 (5%)	[illegible] (52%)	74 (33%)	23 (10%)
Go Out With Friends	63 (28%)	16 (7%)	136 (61%)	10 (4%)
Go Out Alone	25 (11%)	46 (20%)	118 (52%)	37 (17%)
Housework	30 (13%)	48 (21%)	110 (48%)	40 (18%)
Look For Work	103 (46%)	18 (8%)	86 (38%)	19 (8%)
Go To The Pub	4 (2%)	25 (11%)	81 (36%)	115 (51%)
Shopping	30 (13%)	25 (11%)	127 (56%)	45 (20%)
Voluntary Work	56 (25%)	11 (5%)	81 (36%)	77 (34%)
Other Courses	45 (21%)	13 (6%)	60 (28%)	95 (45%)

During periods of unemployment marked changes occur in a person's life-style. These have previously been highlighted in this report (Section 1.7). The unemployed inevitably tend to withdraw from society, become isolated, bored and generally experience feelings of lassitude and depression. This cycle of inactivity, depression and lassitude was broken by attendance at a programme.

Sleeping in late is a means whereby unemployed people can shorten the number of waking hours during which they are forced to occupy their time. Of the total respondents, 55 per cent stated they no longer slept in late as a result of becoming involved in the programme. Only 4% indicated that they increased the time they spent sleeping in. The rest either experienced no change or ruled the question as non-applicable.

The time spent watching television had decreased for 52 per cent of the respondents. In addition, 63 per cent of respondents indicated that the time spent staying at home had decreased. These can be taken as indicators of increased activity, improved social mobility, a reduction in time spent alone and involvement in constructive ways to use one's time.

The programmes increased the job search activities of 46 per cent of respondents. The development of increased levels of motivation and confidence assisted the participants to regain their initiative in looking for work. Attendance at a programme did not appear to hinder the search for employment of 38 per cent of the respondents, who indicated there had been no change in their job search activities.

Going to a hotel did not seem to be part of the life-style of 51 per cent of the respondents before commencing a programme. It should be remembered that a significant number of participants interviewed were under eighteen and were legally under age.

Table 5.15 also indicates that some respondents were inclined to increase their involvement in voluntary work or other unemployed youth programme courses as a result of attending an unemployed youth programme. This suggests a more healthy attitude, especially as numbers of respondents were probably removed from such opportunities upon taking up a job.

Participants supplied further evidence to support a positive change in their life-style since attending a programme, as 72 per cent of respondents stated they were now spending time practising activities learned from the programme. This is shown in Table 5.16.

TABLE 5.16

TIME SPENT PRACTISING ACTIVITIES LEARNED FROM THE PROGRAMME

DO YOU SPEND TIME PRACTISING ACTIVITIES LEARNED FROM THE PROGRAMME?	RESPONSES	% OF TOTAL RESPONSES
YES	164	72
NO	20	9
NO CHANGE	44	19
	228 *	100%

* 2 non-responses.

Project officers and instructors expressed the view that participants were often involved in finalizing projects in their own time. Participants in one programme (fibreglassing) worked at completing articles over the week-ends and attended the workshop on public holidays.

Overall, as has been previously noted, participants increased their job search activities, spurred on by an apparent new hope and confidence derived from the programmes.

5.19 PERCEIVED SKILL BENEFITS OF THE PROGRAMMES

Participants were asked to express the new work and social skills which they had expected to learn from the programme they were currently attending. The responses were categorized as shown in Table 5.17.

TABLE 5.17

NEW SKILLS WHICH RESPONDENTS EXPECTED TO LEARN

NEW SKILLS	RESPONSES	PERCENTAGE OF RESPONSES
Occupational Skills	88	33
Use of Equipment	15	6
Work Preparation Skills	23	9
Developing Interests	94	35
Personal Development	26	10
No Comment	20	7
	266 *	100

* Second replies, where given, are included.

It can be seen from the table that a roughly equal balance existed between those respondents who expected to learn occupational skills fitting them for employment, and those who sought to primarily develop their interests. Participants involved in furthering their interests (e.g. photography, video and the general range of craft and handyman activities) were able to produce items for their personal satisfaction, as a group or by individual efforts. Many of these items were of marketable quality. The young unemployed expected to learn occupational skills necessary for employment. They were keen to develop skills in order to show employers that they were able to use the tools, equipment and materials related to particular occupational areas. One respondent commented that by "working with fibreglass, making moulds, mixing and measuring the amounts necessary, I could show and explain to any employer my understanding of fibreglassing".

Participants were then asked to state what new skills they felt they had actually learnt from being involved in the programme. This is shown in Table 5.18.

TABLE 5.18

NEW SKILLS PERCEIVED AS ACTUALLY LEARNT FROM THE PROGRAMMES

NEW SKILLS	RESPONSES	PERCENTAGE OF RESPONSES
Occupational Skills	73	29
Use of Equipment	19	7
Work Preparation Skills	37	14
Developing Interests	68	27
Personal Development	28	11
No Comment	31	12
	256 *	100

* Second replies, where given, are included.

Fifty per cent of the respondents felt they had acquired work-related skills. These included instruction in the use of a range of equipment and in specific occupationally oriented skills which are necessary for the respondents to gain a job.

The Chi Square Contingency test was employed to determine whether a relationship existed between "the skills participants expected to learn" at the programmes and "the skills they perceived they had learned".

At the 5 per cent significance level, on five degrees of freedom, the critical Chi Square value is 11.07. From the sample we obtained a Chi Square test value of 11.57 indicating a statistically significant relationship between the skills participants expected to learn and those they perceived they learnt.

Twenty-seven per cent of respondents had learnt skills that furthered their own interests and provided the opportunity for participants to use them constructively while unemployed. Twelve per cent of respondents did not comment. This should not be interpreted to indicate that participants were generally dissatisfied with what they had learnt. It was found through questioning that a number of participants had just commenced programmes and stated that, because they had not as yet acquired skills from the programmes, it was not possible to comment.

5.20 PREVIOUSLY LEARNT SKILLS

Table 5.19 contains the responses concerning what previously learnt skills the participants may have improved or maintained by attending the programme.

Twenty-nine per cent of respondents came to programmes with certain work skills acquired previously (e.g. typing, shorthand, hairdressing, woodwork). This implies that participants were motivated to enter programmes to improve or maintain their skills, and as a consequence, their chances of employment.

TABLE 5.19

PREVIOUSLY LEARNT SKILLS MAINTAINED AND IMPROVED BY THE PROGRAMME

PREVIOUSLY LEARNT SKILLS MAINTAINED AND IMPROVED	RESPONSES	PERCENTAGE OF RESPONSES
Occupational Skills	70	29
Work Preparation Skills	19	8
Developing Interests	4	1
Personal Development	16	7
No Existing Skills to Maintain or Improve	102	42
No Comment	31	13
	242 *	100

* Second replies, where given, are included.

Forty-two per cent of respondents entered programmes without work skills to maintain. This group by their involvement in a programme, aspired to acquire new skills for employment rather than being content to remain unemployed.

It seemed that additional new skills would produce a broadening effect which could be attractive to employees.

Employers have generally been critical of youth who lack the appropriate work skills. The evidence suggests that the unemployed youth programmes have provided the opportunity for youth to acquire such skills, thereby becoming more attractive job applicants.

5.21 POSSIBLE EXPANSION OF THE PROGRAMMES

Respondents were asked to suggest other topics that they would have liked to have been included in their particular programme.

The responses were categorised as shown in Table 5.20.

TABLE 5.20

POSSIBLE DIRECTIONS FOR EXTENSION OF PROGRAMMES

SUGGESTED TOPICS	RESPONSES	PERCENTAGE OF RESPONSES
Use of Equipment	99	38
Work Preparation Skills	31	12
Developing Interests	29	11
Personal Development	10	4
No Comment	91	35
	260 *	100

* Second replies, where given, are included.

Thirty-eight per cent of the respondents wished to extend their skills in 'using equipment'. This was interpreted as enabling them to function more effectively in a variety of future employment.

Almost equal percentages of participants wanted to further 'develop their interests' (11 per cent) and their 'work preparation skills' (12 per cent).

Thus the combined skills categories accounted for 61% of the responses. This indicates that a strenthening of the skills component of courses would be desirable.

Thirty-five per cent of the respondents did not comment. This may indicate that either participants were satisfied with what they were learning or, if they felt otherwise, were not able to offer any suitable modifications.

Participants when asked if there were other skills or interests they sought to develop by attending further programmes, indicated that they wished to learn a wide range of "self-sufficiency" skills. The young unemployed were seeking to learn 'cost-saving' ways of reducing the strain on their limited financial resources. Programmes such as dressmaking, home management and nutrition, basic cooking and motor maintenance were valuable skills, which the young could effectively use while out of work.

Leisure skills (e.g. craft, pottery, woodwork) would enable participants to use constructively and without economic gain, their energies while at the same time seeking a job.

The respondents did not suggest areas of interest outside of the current programmes provided.

5.22 EDUCATION HISTORY OF RESPONDENTS

Information relating to the educational experience of the respondents was also sought.

TABLE 5.21

SCHOOL LEAVING AGE

AGE LEFT SCHOOL	RESPONDENTS	PER CENT
15 years	82	36
16 years	77	33
17 years	52	23
18 years and over	19	8

Over two thirds (69%) of the respondents left school at 15 or 16 years of age compared with 47% of the total school population (Education Department, 1977).

Additionally, respondents were asked to indicate the education level they reached at school. Table 5.22 below lists these responses.

TABLE 5.22

EDUCATION LEVEL ACHIEVED

YEAR COMPLETED	RESPONDENTS	PER CENT
Year 9	44	19
Year 10	65	29
Year 11	67	30
Year 12	51	22

Fifty-two per cent of the participants surveyed in the unemployed youth programmes had remained at school beyond year 10 compared with over 65% of the total school population (Education Dept. 1977).

In general participants in the programme left school earlier than the total school population. To this extent they were less well educated and possibly less able to gain employment in the present circumstances.

A useful comparison can be made between the above results and the findings of a recent evaluation report of the Community Youth Support Scheme programmes (1977). Twenty-one per cent of the participants of the Community Youth Support Scheme programmes had continued their education beyond year 10 compared to 52 per cent of the participants of the unemployed youth programmes. The

Department of Further Education is attracting a more highly educated group than the Community Youth Support Scheme. This is probably because the programmes are based on different aims. Any decision to discontinue the Unemployed Youth Programme would seem to require a change in aim for the Community Youth Support Scheme to cater adequately for a very different clientele which may offer.

Despite the general education background of the respondents, it remains true that 52 per cent of them continue their education beyond year 10 for little ultimate advantage in gaining employment.

Respondents were also asked to indicate why they left school.

TABLE 5.23

REASON FOR LEAVING SCHOOL

REASON GIVEN	PARTICIPANTS	PER CENT
Wanted to go out to work	81	36.3
Found a job	46	20.6
Disliked school	42	18.8
Completed school/matriculated	31	13.9
Parents could not afford to keep you there	11	4.9
Asked by school to leave/ expelled	12	5.4
	223	100.0

7 non-responses.

Fifty-seven per cent of respondents had specifically left school to accept employment or with the intention of seeking work. These are positive reasons. What is disturbing is that 20.6% of the respondents had left school to go to a job and had left it subsequently. Even more disturbing is that half left with no employment prospects.

One positive aspect is that the unemployed youth programmes have been successful in attracting individuals who had previously left school specifically because they disliked it. That the programmes were able to attract this 18 per cent, indicates the philosophy of the Unemployed Youth Programme has been successful.

An analysis was also made of the education undertaken by respondents since leaving school.

TABLE 5.24

EDUCATION COMMENCED SINCE LEAVING SCHOOL

EDUCATION	COMPLETED	FAILED TO COMPLETE	TOTAL
Apprenticeship	2	13	15
Business College	13	8	21
University	3	9	12
College of Advanced Education	5	11	16
Institute of Technology	0	6	6
College of Further Education	5	25	30
	28	72	100

Before attending unemployed youth programmes forty-four per cent of the participants had undertaken post-secondary studies.

The table also reveals a high level of wastage. As a result of their participation in the programmes, it is hoped that many might return to further studies. In fact in participating in a programme, that is what they have done. These people are simply engaged in a new style of post-secondary education.

5.23 EXPERIENCE OF CAREER PROGRAMMES WHILE ATTENDING SCHOOL

Information was sought regarding career education experience at secondary school level.

TABLE 5.25

PARTICIPATION IN CAREER PROGRAMMES

CAREER EDUCATION	RESPONSES	PER CENT OF RESPONDENTS *(1)*
Visits to Colleges of Further Education	38	25.2
Talks by People from Industry	57	37.7
Work Experience (including link courses)	65	43.0
Visits to Industry	56	37.1
Career Counselling	87	57.6
TOTAL	303	

(1) 151 respondents (65% of total). Where given, second replies are included and the percentage shown refers to the number of respondents who were involved in a particular aspect of career education.

Career education programmes may be divided broadly into direct contact with industry and career counselling. For the purposes of this discussion, courses in colleges of further education were considered to be work experience.

The data reveal a most unsatisfactory situation.

- Thirty-five per cent of the respondents had never received career education. (It should be noted that 61% of the respondents commented that they could have benefited from such a programme).
- More than thirty-five per cent have never had any direct contact with any form of industry during their secondary education.
- Sixty per cent of the respondents have never had career counselling.
- Eighty-four per cent of the respondents have never visited institutions which supply professional training.

Participants who had been involved in career education programmes while at school were asked to comment on how useful they had been. Fifty-three per cent of those who had participated in career education passed comment (80 respondents). Seventy-four per cent of those who commented felt the programmes had made them more aware of employment opportunities and had informed them about the nature of the employment they had been considering. The experience they had gained from the career programmes had enabled them to make a more informed and appropriate choice. Twenty-six per cent of those who had been involved in career programmes reported they had been of little benefit.

This information reinforces the fact that there is a critical need for a satisfactory career education programme.

It is recommended that a full investigation be undertaken.

5.24 EMPLOYMENT HISTORY OF RESPONDENTS

Seventy-six per cent have had one or more jobs since leaving school, but have since become unemployed.

Youth have often been accused by employers and the community of making ill-informed choices in regard to the jobs they desire and failing to adapt to the realities of the work environment. While this may be true to some extent, it should be remembered that 24 per cent of the respondents have not even been given an opportunity to make an ill-informed choice. They simply have not had a job since leaving school.

More importantly, the types of jobs that the respondents have had suggests that it may not have been so much an ill-informed choice that resulted in them losing their job, but rather they entered occupations which were under threat from the present economic recession and the ever increasing technological advances of our society.

Evidence to support this assumption can be gained from Table 5.26 which shows that 52 per cent of the jobs previously held by respondents were in the occupational groups of commercial, clerical, sales and in a variety of unskilled occupations. The number of jobs in these occupational groups has been declining under the impact of mechanization and computerization. Further, unskilled workers are particularly susceptible to any downturn in the economy, particularly in the building and construction industry and the manufacturing industry where many unskilled labourers and process workers are employed.

TABLE 5.26

JOB WANTED WHEN LEAVING SCHOOL, JOBS HELD, JOB DESIRED NOW *

	JOB WANTED WHEN LEFT SCHOOL	JOBS HELD	JOB DESIRED NOW
Professional & Semi-Professional	58 (24.2%)	26 (9.4%)	49 (17.4%)
Rural, Fishing, Hunting	7 (2.9%)	16 (5.8%)	13 (4.6%)
Commercial, Clerical, Sales	85 (35 4%)	81 (29.1%)	82 (29.2%)
Skilled Manual Worker	28 (11.7%)	18 (6.5%)	27 (9.6%)
Semi-Skilled Manufacturer	3 (1.2%)	18 (6.5%)	15 (5.3%)
Unskilled Manual Worker	15 (6.3%)	64 (23.0%)	18 (6.4%)
Protective Services (e.g. Fireman, Police, Armed Services)	15 (6.3%)	3 (1.1%)	17 (6.0%)
Other Service Workers (e.g. Hotel Work, Hairdresser)	28 (11.7%)	39 (14.0%)	51 (18.1%)
Private Domestic (Lawn Mowing, Cleaner)	1 (.4%)	13 (4.7%)	9 (3.2%)
	240 100%	278 100%	281 100%

* Second replies, where given, are included.
Reading down the columns, percentage of responses are included.

Table 5.27, drawn from a report to the Organization for Economic Co-operation and Development, clearly indicates that for males, the percentage of registered unemployed (1954 - 1971) has risen steadily for unskilled manual workers. The same pattern occurs for females engaged in clerical and administrative occupations. Given that the trend has been maintained since that time, the ill-informed choice may therefore depend not so much on the suitability of the young employee actually to enjoy and successfully retain a job, but rather, on the fact that he or she has entered unknowingly, occupational fields

TABLE 5.27

PERCENTAGE DISTRIBUTION OF REGISTERED UNEMPLOYED BY OCCUPATIONAL GROUP, 1954-71

End-June	1954	1961	1966	1971
	%	%	%	%
Males				
Clerical & Administrative	11.5	7.2	8.5	10.2
Skilled	7.9	14.2	9.4	10.6
Semi-skilled	27.1	38.7	35.8	32.0
*Unskilled manual	28.7	27.4	31.1	33.8
Service	16.5	6.9	8.6	7.3
All Other (i.e. rural and professional)	8.3	5.6	6.6	6.1
Females				
*Clerical & Administrative	32.4	35.8	44.8	51.3
Semi-skilled	30.7	35.5	25.0	22.1
Service	33.6	26.3	27.7	23.8
All Other (i.e. rural, professional skilled and unskilled manual)	3.3	2.4	2.5	2.8

SOURCE: ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT MANPOWER POLICY IN AUSTRALIA. 1974.

where people rapidly become redundant. Table 5.26 shows that the percentage of respondents wishing to enter the commercial clerical sales area when they left school and now, has dropped by 6.2%. While this is heartening, due consideration must be given to the declining number of jobs available in this field and the extreme competition for those jobs. It can only be assumed the participants are either unaware of this fact or hope that by attending a programme and maintaining their skills, they will be able to 'queue jump' other job applicants.

Twenty-three per cent of respondents had previously held a job as an unskilled manual worker, yet only 6 per cent of all respondents stated they desired such a job when they left school. While the job expectations of many school leavers may have been unrealistic, it should be noted that youth were prepared to work in unskilled jobs which perhaps did not demand their level of academic achievement. Again, the fact that they have since lost those jobs and become unemployed may reflect either ill-informed choices, poor work attitudes/habits or forced redundancy due to the current recession or the preference of employers to become capital intensive rather than labour intensive.

Table 5.26 also shows a small increase in the number of respondents who stated they wished to enter the occupational category of "other service workers". These participants were attending programmes which would and did (1) enable them to enter this occupational category (e.g. food and bar courses, commercial cooking, grooming and deportment - hairdressing).

One interesting outcome of the programme is the fact that occupations requiring no skills have become even less attractive. It is important, therefore, that programmes should be concerned with developing skills for which there is a demand.

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(1) 90% of "Food & Bar" programmes obtained jobs. (Refer 8.5.1)

The Chi Square Contingency test was also used to determine whether a relationship existed between "the job participants had wanted when they left school" and "the job they desired now". Also, this test was used to determine the relationship (if any) between "the job participants had wanted when they left school" and "previous jobs they had held".

At the 5 per cent level of significance independence between the above variables in the first test could not be disproved; i.e. there was no statistically significant relationship between "the job participants had wanted when they left school" and "the job they desired now".

For the second test, at the 5 per cent level on eight degrees of freedom, the critical Chi Square value is 15.51. The calculated test Chi Square value was 76.81, which implies a strong relationship between the variables "job participants had wanted when they left school" and "previous jobs they had held". It is clear that respondents were not able to satisfy their job expectations upon leaving school.

5.25 MOTIVATION TO SEEK EMPLOYMENT

Eighty-three per cent of the respondents stated that they were still actively involved in looking for a job as indicated in Table 5.28. Their very participation in programmes to acquire work skills, improve their interview techniques and raise their confidence is in itself an expression of the participant's motivation to more adequately search for employment.

TABLE 5.28

RESPONDENTS SEEKING EMPLOYMENT

SEEKING WORK	RESPONSES	PERCENTAGE OF RESPONSES
YES	189	83
NO	38	17
	227 *	100%

* 3 non-responses.

Many of the respondents commented that they were attending interviews two or three days a week, were reading the paper each morning and were constantly applying for a wide range of jobs. The country participants stated that it was difficult to find work in their area, but were more than willing to move to other districts to obtain employment. A number of students replied aggressively to the question, "are you actively involved in looking for work?" by stating that, "of course I am looking for work". These young people evidently possess a strong desire to work and be accepted into the wider working community although continually frustrated by their inability to find employment.

Many of those who were not actively involved in looking for work, commented that they had already secured either full or part-time employment as a result of their attendance at the programme. The great majority were either looking for work or had found a job.

5.26 PERCEIVED REASONS FOR UNEMPLOYMENT

Participants were asked what reasons they could suggest for being unemployed. They were allowed to list one or more reasons. The replies are categorised in Table 5.29 under ten categories.

TABLE 5.29

PERCEIVED REASONS FOR UNEMPLOYMENT

CATEGORIES	RESPONSES	PERCENTAGE OF RESPONSES
Not Enough Jobs	156	25.4
Too Much Competition for Jobs	129	21.0
Lack of Experience	120	19.6
Too Old	55	9.0
Employers Discriminate	48	7.8
Too Young	42	6.9
Lack of Confidence	29	4.7
Given Up Looking for Jobs	15	2.4
Don't Know	12	2.0
Don't Want to Work	7	1.1
	613 *	100.0%

* Second replies, where given, are included.

The responses indicated that "not enough jobs" was felt to be the main reason for unemployment. Often the respondents then stated that, "too much competition" for those jobs existed, and with this being so, "lack of experience" was seen to prejudice the chance of gaining employment. Even so they are still looking for work.

A recent evaluation of the Community Youth Support Scheme (1977) found that, "the largest proportion of responses in both groups (Community Youth Support Schome and youth registered at the Commonwealth Employment Service - our brackets) indicated that a lack of jobs was responsible for unemployment". The second most favoured reason was "lack of experience". These results lend support to similar findings obtained from the evaluation of the Unemployed Youth Programme.

Many young unemployed, as previously mentioned, became involved in the programmes to learn new skills and hopefully to improve their prospects of employment. Through the acquisition of work skills and the maintenance of previously learned skills (e.g. shorthand, typing, woodwork) the participants were improving their competitiveness for the available jobs and gaining valuable work experience which they considered had previously hindered their chances of employment. This indicates a desire and strong motivation to work on the part of the respondents in the face of their realistic appraisal of the reasons for unemployment.

Further evidence to support this claim can be found in Table 5.29 which shows only 3.5 per cent of all respondents stated they had either given up looking for work or did not want to work.

5.27 PARENTS' ATTITUDES TO UNEMPLOYMENT AS PERCEIVED BY THE UNEMPLOYED

Respondents were asked how their parents felt about them being unemployed. The respondents had the choice of six categories of attitudes.

TABLE 5.30

PARENTS' ATTITUDES TO UNEMPLOYMENT

ATTITUDES	RESPONSES	PER CENT
They are understanding and helpful	125	59.5
They are worried/upset	83	39.5
They feel I'm not trying hard enough	47	22.4
They think it is all my fault	20	9.5
They are not concerned	17	8.1
They don't care	10	4.8

Total Respondents 210 Total Responses 302
Non-respondents 20

The majority of respondents (59%) reported that their parents were understanding and helpful. Thirty-nine per cent indicated that their parents were worried or upset by their unemployment.

Twenty-nine per cent of the respondents reported that attendance at the programme had coincided with an improvement in their relationship with their parents. Fifty-five per cent of the respondents indicated that attendance at a programme had not altered their relationship with their parents.

Participants were asked whether being unemployed had created any particular problems with their parents. This more intensive probing gave rise to 62 responses. The majority (79 per cent) indicated that no problems had arisen because of their circumstances while the remaining 21 per cent reported the main problems as being financial or due to their parents' response to the social stigma attached to being unemployed. The following comment is typical of this latter type of response. "My parents would not worry if it were not for their friends who enquire what their son does for a living and they have to say I'm unemployed. It's a real stigma these days".

The reports by unemployed youth concerning the existing relationship with their parents is consistent with the comments made by the parents interviewed. Parents demonstrated a clear understanding of the reasons for unemployment and although greatly concerned for their son or daughter, realized a solution to the problem was beyond the unemployed individual. They were satisfied that the participants were continually and actively seeking jobs and that in present circumstances employment is exceedingly difficult to find. This aspect is confirmed in more detail under the analysis of parent data.

5.28 GENERAL COMMENTS OF THE PARTICIPANTS

Criticisms, grievances or general comments which may be useful to the study, were sought from the respondents. Forty per cent of all respondents took the opportunity to comment. Their replies highlight the strong feelings they had about unemployment and the opportunities available to aid in finding employment.

The following comments, while atypical in their clarity of thought and expression, succinctly summarize the overall responses of the participants.

In regard to unemployment and the youth programmes, one respondent stated:

> "I think it is vitally necessary that these courses continue. For a lot of unemployed people they are the only chance to drag themselves out of the melancholic, boring, helpless feeling of uselessness we all slip into when unemployed for long periods of time. It is vital that we have the opportunity to be trained, and employers have the opportunity to employ trained staff".

The opportunities available for unemployed youth to gain work skills that are demanded by employers are indeed limited. Respondents commented *ad infinitum* that employers want their employees to have had previous experience but how can young people "gain experience without first getting a job". The unemployed youth programmes have been one method whereby it has been possible to circumvent this situation.

Comments to the effect that "the programmes brought you out of the house and instead of watching television we are able to meet and learn something with other people in the same situation", substantiate the positive benefits of peer contact, group involvement and confidence building processes provided by the programmes.

Time and time again the respondents used the word "chance": "chance to get out of home", "chance to learn skills", "the government has given unemployed people a chance", "the young people have a chance to prove themselves, gain self-respect and meaning in the community". It is significant that the young unemployed who have so often been denied opportunities seek only the chance to become employed in our work-oriented society. The governments, employers and the community should consider the opportunities or lack of them, that they are currently providing for the young unemployed.

One respondent concluded, "I think the whole concept of employment is going through quite a change. Production, population and technology are all increasing rapidly but job opportunities are not increasing at the same rate. I feel mass unemployment is going to be an important facet of society. These courses allow people to increase both their confidence and skills to such an extent that they can successfully create their own jobs or increase their capacities to engage in more varied jobs".

5.29 SUMMARY

Intensive technical skills and skills maintenance programmes have been successfully presented to unemployed youth. Programmes have been non-competitive, non-threatening and usually conducted in venues external to the college. The practical, work-oriented experience gained by all participants has compensated for the loss of experience while out of the work force.

Unemployed youth are not a homogeneous group of people. They are able to be differentiated on the basis of age, sex, academic achievement, employment history and their individual interests. Some unemployed youth have been easily attracted to a college, while others are reluctant to expose themselves voluntarily to college based programmes. For this latter group, programmes have been implemented away from colleges, out in the community.

The majority of unemployed young people participating in the programmes are aged 18 years and under. These people have left school relatively recently and have been unemployed for a relatively short time.

Sixty per cent of the respondents had been unemployed for a period greater than four months. There was a general pattern of declining participation in unemployed youth programmes as the length of time unemployed increased.

The Department for Community Welfare and the Commonwealth Employment Service have assisted the Department of Further Education in publicizing the programmes and referring youth to them.

Evidently the young unemployed were eager to involve themselves in programmes which taught them new skills and advanced their educational, social and leisure interests. The programmes were viewed as constructive ways to use one's time while unemployed and provided the opportunity to meet other people their own age. Eighty per cent of those who wished to attend a programme for more hours per week, were already attending up to twelve hours per week.

Respondents reacted favourably to all aspects of the programme (e.g. the instructor, content, the environment and atmosphere of the programme, fellow participants). As well, respondents indicated that the loneliness, isolation and alienation experienced by many while unemployed was diminished as a result of attending a programme. The making of new friends, the improved self-confidence coupled with the skills being learnt were all positive benefits of a programme.

Thirty-four per cent of respondents had gained employment while attending a programme and were either working part-time while attending the programme or completing the course before commencing employment.

The cycle of inactivity experienced by many unemployed youth was interrupted by attendance at a programme. Respondents indicated that the time spent watching television, sleeping in late, staying at home etc., had decreased since becoming involved in a programme. Seventy-two per cent of respondents stated they practised activities learned from the programmes in their own time. Respondents agreed that the programmes had affected changes in their life-style and contributed to a new social mobility.

The participants in the programme expected to learn occupational skills necessary for employment. The majority of participants considered that they acquired, maintained or improved work-related skills from the programme. The young unemployed are anxious to learn a wide range of self-sufficiency skills, and are prepared to attend additional programmes after completing programmes in which they are currently involved.

The majority of the participants had been employed since leaving school, but often in occupational groups which have been declining under the impact of mechanization and computerization. The majority of participants were actively seeking employment. There exists a strong motivation to work on the part of all participants.

CHAPTER 6. DISCUSSION OF RESULTS - PRINCIPALS

As part of the evaluation, twelve principals of colleges of further education were interviewed in order to seek comment concerning:-

(a) the aims and objectives of unemployed youth programmes;
(b) the need for such programmes in their respective area;
(c) methods of implementing programmes;
(d) the administration of the programmes, with particular emphasis on funding arrangements and work loads of staff.

Refer to Appendix F for copy of Principals' questionnaire.

6.1 AIMS OF UNEMPLOYED YOUTH PROGRAMMES

The variety of programmes with which any principal was involved did create differences in their respective assessments of the aims of the unemployed youth programmes. They saw that the main aim was to "improve the self-esteem, attitudes and motivation of unemployed youth" while at the same time providing support for these youth. It was felt these aims were being achieved for each of the three course categories.

Yet while the areas of personal development (self-esteem, morale, etc.) were not seen as entirely separate from the maintenance and teaching of work skills, these latter skills were seen to be of secondary importance by five of the twelve principals canvassed. These five, were particularly concerned that young people, at least initially, needed to develop pride in themselves, develop confidence and responsibility, develop a positive attitude toward and a desire to work and to regain lost motivation.

These five principals agreed that young people needed to be re-socialised, before work skills could be effectively developed. The remaining seven saw the teaching and maintenance of skills as the primary aim of the programme.

6.2 NEED FOR UNEMPLOYED YOUTH PROGRAMMES

It was unanimously felt that there existed a widespread and unquestioned need for support and work oriented programmes that were specifically addressed to the social, psychological and motivational problems experienced by unemployed youth. Evidence cited in support of this need was the:-

- high ratio of youth to adult unemployed;
- lack of existing support and facilities for youth after leaving school (e.g. counselling service, gathering places);
- restricted job opportunities that currently existed for youth;
- need for job related training during periods of unemployment.

The above reasons were voiced by principals of both metropolitan and country colleges.

While recognising the need for unemployed youth programmes, a majority of principals (ten of the twelve) would only attach a low priority to the running of an unemployed youth programme, if specific 'earmarked' funds were not maintained at their current level. The report acknowledges that limited financial, human and physical resources in a competing demand situation necessitate the setting of priorities. Yet, five principals expressed the opinion that adults who have been attending courses (vocational and enrichment) often for extended periods, should still be awarded a higher priority than unemployed youth. This attitude would seem to indicate that some principals while aware of some of the needs of the young unemployed, see their needs as being less important than the needs of their traditional clientele.

Principals generally acknowledged that, while the unemployed should be encouraged to join in existing college vocational and enrichment programmes, many of the current courses did not cater for the special needs associated with gaining employment. Therefore, some additional programmes were seen to be necessary, but with the proviso that they were not to be funded from the normal college budget and were not to interfere with college timetables. Specific 'earmarked' funds must continue to be provided for youth programmes as principals have indicated they would not guarantee a high priority for unemployed youth programmes. It is clear from the opinions expressed by the principals that unemployed youth programmes do not warrant a high priority compared to the other courses provided by the college. It seems that the perception of the principals of community need with regard to unemployed youth programmes is at variance with that of the project officers and of the unemployed youth themselves.

6.3 IMPLEMENTATION OF PROGRAMMES

Two points of view concerning the most appropriate setting in which to conduct unemployed youth programmes, were advanced. There was equal support for the view that the programmes should be conducted within the college or alternatively, outside of the college setting. To some extent the issue was discussed in terms of the facilities that a particular college had to offer.

The six principals who supported the running of programmes within a college, argued that this would eliminate much duplication of resources, wasted time and effort spent in organising facilities outside of the college. Yet the same principals went on to explain that their colleges were operating at maximum capacity and therefore would be unable to offer those courses presently conducted outside of the college. The latter attitude would seem to indicate that duplication of resources is therefore, a non-issue.

It was maintained by the principals that unemployed youth programmes within the college would help reduce the resistance of the unemployed to formal education and would encourage participants to develop responsibility and self-discipline (e.g. by attendance at class, punctuality within a formal educational environment). The principals also intimated that they could maintain greater control over the programmes when they were conducted within the college.

It was noted earlier that unemployed youth are reluctant to enter colleges precisely because of the disciplines imposed on them by the educational institution which, they feel, are not unlike that experienced at secondary school. Approximately 50 per cent of student respondents left school because they disliked school and/or wanted to go out to work. Therefore, participants have shown little desire to enter traditional educational institutions, particularly to attend programmes that do not recognise and provide for their educational, social and work needs. This suggests that it may be necessary for some principals to modify their perception of the best administrative system for operating unemployed youth programmes.

The six principals who supported conducting programmes outside of the college, agreed that such programmes were generally more flexible and better designed to appeal to the educationally shy than those conducted within the college. They noted that existing college offerings (with free enrolment for all vocational courses) were designed mainly for those with jobs or with specific occupational skills in mind. These principals noted that there was a general reluctance on the part of young people to return to formal teaching institutions where they had already spent a large part of their life. Outside programmes provided a non-threatening point of contact engendering a greater feeling of security and confidence. This was consistent with the view of the project officers and instructors. They also considered that the flexibility of such programmes in order to meet the more immediate needs of youth could not be matched to the same extent, if run within the college, where inevitably they would be 'slotted in' when facilities and staff were available. Components of this flexibility were identified as the convenient hours during which equipment and premises could be used, the more relaxed, informal atmosphere, minimal keeping of records and paper work and the range of courses offered. These views were more in keeping with those expressed by the unemployed youth and the project officers.

There is some merit in each set of views. They may be best accommodated in the following way. Venues for programmes should be selected taking into account the need to establish a balance between 'using resources where they are to be found' and conducting programmes where the best effect can be achieved. College facilities are suitable for many activities (e.g. craft, hairdressing, welding, mechanics, food and bar courses) provided the college system (e.g. staff, facilities administration) does not become so overloaded that the flexibility of programmes is prejudiced. Where appropriate facilities do not exist, particularly for on-going programmes, e.g. "Comskils", garage projects, fibreglassing, then these will be best conducted outside of the college environment.

Community colleges can serve unemployed youth most effectively by providing the resources that are available within the college and by assisting, with the relevant expertise, those programmes conducted outside of the college. Half the principals did not accept this view and requested that all courses be run inside their own college or under direct college supervision.

Community colleges could well help to break down resistance to formal education and to improve the unemployed youth programme students' confidence in formal education by initially adopting an 'outreach philosophy'. This entails meeting the unemployed youth on their 'home ground'. In this way the poorly motivated and educationally shy can gain confidence in their own ability and gradually accept the more formal courses presented in the colleges.

6.4 STAFFING OF UNEMPLOYED YOUTH PROGRAMMES

Principals were asked about the advantages and problems of using existing staff in the education and support of unemployed youth. The advantages of using existing staff meant that a wide range of skills and expertise was readily available. They also had access to equipment and a means of maintaining this equipment and extensive supervisory/teaching experience.

The problems of using existing staff were seen to outweigh the advantages by nine of the twelve principals.

The identified problems were:-

- some teachers may find it hard to relate to young people;
- unemployed youth may not be able to accept standards and the organisational climate that a trained teacher may impose;

- staff may not be available at appropriate times;
- where there is overloading of present staff, colleges would need more funds to employ staff;
- colleges may be seen to be taking over responsibility from the wider community of a social problem which more appropriately requires a community response.

In summary it can be stated that principals were generally of the opinion that existing staff could be employed, workload permitting, when their specific relevant expertise was required. It was acknowledged that the broad range of unemployed youth programmes often demanded access to a wide range of teaching and social skills, with lecturers being selected from those who were best able to relate to unemployed youth.

6.5 FUNDING OF UNEMPLOYED YOUTH PROGRAMMES

Eight of the twelve principals stated that unemployed youth programme 'earmarked funds' should be allocated directly to the college, as part of normal Department of Further Education funding arrangements. It was felt this would enable projects to be approved immediately and implemented, at the discretion of the principal, in consultation with the regional project officer. The remaining four principals endorsed the *status quo* of a centralised funding body.

Earlier in this report, it was noted that many colleges still see the Unemployed Youth Programme as a way of supplementing their staff members and increasing student numbers. This report therefore, on this basis, does not support the decentralisation of funds under the control of individual principals.

6.6 SUMMARY

Principals agreed that there was a need to provide programmes for unemployed youth. While they acknowledge this need, some were reluctant to introduce innovative responses. Six principals maintained that all youth programmes should come under the total control of the regional college.

Programmes specifically for unemployed youth would appear likely to have a low priority, if Unemployed Youth Programme funds were not provided. Principals insist that they would not be able to run programmes financed by normal college budgets because these budgets are allocated for other programmes.

Colleges are willing to make college facilities available to the young unemployed, provided that the students who attend, fit into the existing conventional educational environment and provided the facilities are not required by the traditional clientele.

Colleges automatically expect unemployed youth to comply with and to accept the discipline of the teaching environment, the administrative practices and established educational philosophies.

The experience of the Unemployed Youth Programme unit, indicates that the majority of young unemployed are most reluctant to attend courses that are provided within an educational institution. 'Community Colleges' should therefore increasingly endeavour to pursue an outreach philosophy and provide their expertise to programmes conducted within the community.

Where funds are to continue to be provided for youth programmes, then control of these funds should not pass to individual college principals, but should be controlled centrally.

CHAPTER 7 DISCUSSION OF RESULTS - PROJECT OFFICERS

Since August 1976, twelve project officers have been appointed by the Department of Further Education to administer to the educational needs of unemployed youth.

Two of these project officers were involved in an administrative capacity at head office. They were responsible for providing assistance to the co-ordinator of the Unemployed Youth Programme by maintaining up to date records of the activities and progress of the field-based project officers. This service assisted in co-ordinating the work of the field-based officers particularly in regard to the provision of resource material and contacts. The two head office based project officers also assisted the co-ordinator in planning and policy formulation.

For the purposes of providing programmes, South Australia has been divided into ten regions, each served by one project officer who was responsible for the initiation and implementation of all programmes in their respective area.

As part of the current evaluation, nine of the ten field project officers were interviewed. Information requested from the project officers was concerned with the following main issues:

- extent of contact with unemployed youth;
- the project officers' perceptions of the aims of the Unemployed Youth Programme and the benefits derived by participants;
- the degree of support and co-operation received from colleges of further education, government departments and community groups.
- suggestions for improvements.

Refer to Appendix G for project officers' questionnaire.

7.1 CONTACT OF UNEMPLOYED YOUTH

7.1.1 Department for Community Welfare

The Department for Community Welfare funds a number of Job Hunters' Clubs. These clubs were established to provide unemployed youth with a meeting place where they can engage in a number of worthwhile activities. The activities are designed to assist unemployed youth to overcome problems of low motivation, inadequate job seeking skills and to creatively utilize their spare time while unemployed. Such clubs offer a non-threatening environment where unemployed youth can be mutually supportive in combating the inevitable feelings of depression, inadequacy and lethargy arising from their circumstance.

Job Hunters' Clubs are managed by Youth Service Assistants (Y.S.A.'s) whose prime responsibility is to contact and provide support for unemployed youth in a particular area.

Reaching unemployed youth is also an important duty of the Department of Further Education project officers and is an extremely time consuming task. Therefore, it is essential that the project officer be able to provide appropriate (educational) programmes wherever unemployed youth congregate (e.g. at Job Hunters' Clubs).

All project officers reported that one of their main methods for reaching potential participants was through contact at Job Hunters' Clubs. Project officers were able to identify the needs and interests of these youth and implement programmes to satisfy their requirements.

Project officers strongly agreed that utilization of Job Hunters' Clubs in this manner was highly effective. Co-operation and co-ordination between staff from two government departments were extensive and productive. Each group was seen as being able to concentrate in its own appropriate sphere, (Department of Further Education - educational, Department for Community Welfare - social and psychological support), and ultimately achieve maximum effectiveness. While the Department for Community Welfare is involved in contacting unemployed youth and providing support for them, the Department of Further Education is thus able to focus its expertise on the educational needs of the group.

7.1.2 Commonwealth Employment Service

All project officers sought the assistance of the Commonwealth Employment Service (C.E.S.) to inform unemployed youth of the programmes conducted by the Department of Further Education. Project officers were asked specifically how much support and co-operation they had received from the C.E.S. Five of the nine project officers reported C.E.S. as being helpful, co-operative and reliable. For instance, letters were posted by C.E.S. to prospective participants informing them of various unemployed youth programmes.

One project officer reported that the liaison with the local C.E.S. office had resulted in very few unemployed youth being informed of the Department of Further Education programmes. Although one particular C.E.S. officer had been supportive and co-operated with the project officer without assistance and team work from other staff members, the individual's efforts had proved fruitless. This highlights the need for C.E.S. staff to co-operate fully with the project officers.

Two project officers commented that the smaller C.E.S. offices in their respective areas were more helpful and interested in unemployed youth programmes than the larger offices. Smaller C.E.S. offices were concerned that their contribution to the programme's effectiveness and the subsequent benefits to unemployed youth should be maximised.

One project officer reported that one C.E.S. office would only refer information to their clients about programmes in which the staff of the office considered it appropriate for unemployed youth to be involved. The policy of this office was to distribute information regarding vocationally orientated programmes. They were not prepared to publicise any unemployed youth programmes which lacked a vocational component. Thus, unemployed youth programmes which involved personality maintenance aspects were disregarded by this C.E.S. office. Thus project officers were forced to resort to other methods for advertising the programmes.

It is apparent that on some occasions there were communication problems between the project officers and the C.E.S. These problems sometimes resulted in unemployed youth being deprived of the opportunity of becoming involved in the programmes. This highlights the need for full and open communication.

7.1.3 Personal contact

All project officers depended on 'word of mouth' as a means of contacting unemployed youth and publicising the unemployed youth programmes. It was reported that programme information was communicated to youth from peers who had participated in and had been satisfied with previous programmes. It seemed that unemployed youth seek moral support from peers and often persuade their friends to attend programmes about which they have heard.

Youth Service Assistants and the Commonwealth Employment Service staff, due to the direct contact they experience with unemployed youth, were also in a position to advertise the programmes verbally and thus disseminate information about them.

Although it is not possible to quantify the effect of personal contact in increasing participation in unemployed youth programmes, it was accepted that 'word of mouth' contact played a significant part.

7.1.4 Newspapers

Advertising, usually in the positions vacant column of daily newspapers, was used by eight of the nine project officers to reach unemployed youth. The degree of response achieved by this method was appreciable (19.8%). This is an indication of the number of unemployed youth who are actively seeking employment by reading the daily papers.

7.1.5 Additional Procedures Undertaken to Contact Unemployed Youth

Six of the nine project officers reported they utilized services provided by community groups to contact unemployed youth.

Three of the four country officers advertised programmes in their respective regions through local radio stations. In view of the difficulty country project officers encountered in contacting unemployed youth situated in a large geographic area, this method was considered a successful means of reaching unemployed youth.

Schools have been visited by four project officers to publicize unemployed youth programmes to individuals who are potential unemployed youth.

As of May 1978, there were 16 090 registered unemployed in South Australia under 21 years of age. Yet, one of the most difficult tasks which project officers have encountered, has been contacting these people. This is illustrated by the fact that project officers estimated that 2 000 unemployed youth have participated in the Departmental unemployed youth programmes. The remaining 14 000 unemployed youths have not responded.

In view of this fact, it was decided to seek suggestions from the project officers for future methods of contacting this group.

The need for regular publicity and advertising to be conducted through C.E.S., the media, community groups and schools was recognized. It was also reported that project officers were unable to devote as much time as they deemed necessary to contact unemployed youth.

Four project officers recommended the appointment of an additional worker to contact unemployed youth in a given region. This youth worker, in collaboration with the project officer, would be responsible for establishing initial contact with unemployed youth by canvassing the total area. This would enable project officers to concentrate on other aspects of their work including establishing unemployment committees and surveying the needs of the community. The youth worker would visit the local 'hang outs' of the unemployed, and doorknock to establish contact. The youth worker would then direct those unemployed whom he had been able to reach, to the project officer for information about unemployed youth programmes.

Three project officers felt that continual publicity in schools was a useful means of informing a large number of potentially unemployed individuals about the existence of programmes in which they may wish to become involved at a later date.

This has the additional advantage of providing an opportunity to advertise other Departmental courses which the students have available to them if they should wish to undertake further study.

A further comment from a project officer concerned the production of a video tape which he had produced to show to local community groups in order to advertise unemployed youth programmes. This video tape was the result of an actual programme and it had the two fold benefit of teaching unemployed youth how to operate video machines and furnishing the project officer with an advertising tool.

7.2 INITIATION OF UNEMPLOYED YOUTH PROGRAMMES

All project officers were actively involved in initiating unemployed youth programmes. Their comments indicated that unemployed youth seldom requested that a specific programme be implemented. Rather the project officers proposed various programmes and depending on the verbal response the programme was implemented or abandoned. Nevertheless officers were required to ensure at all times a minimum of five participants was committed to beginning the programme before approval for its implementation was granted from central office. Four of the nine project officers had initiated programmes on the few suggestions received from unemployed youth.

Three officers had established programmes because an appropriately experienced instructor was available to conduct the programme and a need existed. On other occasions project officers had been unable to initiate programmes which they would have wished to have conducted had they been able to locate a suitable instructor.

7.3 THE AIMS OF UNEMPLOYED YOUTH PROGRAMMES AS PERCEIVED BY PROJECT OFFICERS

Information was requested from project officers concerning the main aims and benefits of the programmes for unemployed youth.

Without exception, project officers considered that the improvement of self-esteem, attitudes and motivation of unemployed youth were of paramount importance. Additionally, they each reported that unemployed youth programmes were essential because they taught new skills to unemployed youth. Eight project officers reported that unemployed youth programmes should ultimately assist participants in gaining employment from existing job vacancies, while seven project officers believed unemployed youth programmes should also assist participants to establish alternative, (new enterprise) forms of employment.

Six project officers' responses revealed that one important function of the Unemployed Youth Programme was the provision of moral support for unemployed youth. Maintenance of existing skills of participants and the provision of work-like disciplines such as punctuality were also regarded as relevant to the purposes of the programmes.

7.4 PROJECT OFFICERS PERCEPTION OF THE BENEFITS DERIVED BY UNEMPLOYED YOUTH PROGRAMMES

Participants

Project officers unanimously agreed that an observable result of participation in unemployed youth programmes was increased self-esteem, confidence, personal integrity and morale. Participants were clearly deriving benefit from being physically and intellectually active and gaining a sense of achievement and self-worth. As unemployed youth regained confidence, they expressed the opinion that they were able to exert control over their own life-style which they had previously felt unable to do while experiencing unemployment.

Six project officers considered that participants benefited substantially from the contact experienced with other unemployed youth through their involvement in unemployed youth programmes. Participation with other people in a worthwhile activity in a non-threatening learning environment and with individuals of a non-judgemental disposition increased their self-confidence.

Four project officers commented that the life-style of unemployed youth had been influenced by their involvement in a programme. The programmes encouraged youth to re-organize their time and become usefully occupied in a variety of activities. Participants were able to learn new skills and maintain existing skills and thus increase their capacity to become self-supporting. When programmes were commenced after a short period of unemployment, participants were prevented from falling into a non-productive, socially isolated existence. Involvement in unemployed youth programmes was felt to benefit unemployed youth as it required them to become less introverted, forsake meaningless activities and make a conscious effort to maintain their attendance at the programmes.

Seven project officers stated that participants had benefited from involvement in unemployed youth programmes through their increased potential to gain employment.

Project officers also commented that employers were impressed by youth who have shown the initiative and motivation to learn new skills while unemployed. Employers viewed unemployed youth as behaving in a socially acceptable manner through their involvement in such programmes. While learning skills of various kinds, they were exhibiting motivation and increasing their self-confidence which tends to make them better potential employees.

Even though some branches of the Commonwealth Employment Service do not strongly support some programmes they do record the programmes in which their clients have participated, and afford those who have participated, preference for job referrals. Project officers and instructors consciously attempted to ensure that unemployed youth would remain receptive to taking up employment should the economic climate improve and more jobs become available.

Project officers considered that increased morale of unemployed youth would be achieved by building confidence in their ability to gain employment and by developing self-assurance and awareness of new job potential. Project officers recognise, however, that finding jobs for unemployed youth was not their responsibility. Even so, some officers have endeavoured to place Unemployed Youth Programme graduates in jobs (e.g. graduates of the food and bar programme at Regency Park).

Five project officers are directly assisting groups of unemployed youth to create new enterprises by implementing programmes that have the potential to be developed into small businesses. Programmes such as fibreglassing, staining glass, copper work, silk screen printing, ceramics, pine log off-cuts and gardening have the potential to be developed into small businesses. These could be conducted by a small number of youth with a minimum of financial outlay and practical difficulty. By encouraging youth to be involved in such programmes their outlook toward employment opportunities is broadened and made far more positive.

7.5 CO-OPERATION WITH THE DEPARTMENT FOR COMMUNITY WELFARE

Contacts made by project officers with Job Hunters' Clubs (run by the Department for Community Welfare (D.C.W.)),is distinct from the information and co-operation received directly from D.C.W. Four project officers stated that D.C.W. was helpful and always attempted to answer any queries project officers had or to provide support where it was needed. One project officer felt that D.C.W. were co-operative but lacked any initiative in offering support and providing information to Department of Further Education project officers. Another project officer commented that the support received from government departments (not necessarily D.C.W.) was inadequate. "Co-operation is received after much ado. No-one is willing to accept the responsibility until they have tried to pass it onto others and it has come back to them".

7.6 COMMUNITY INVOLVEMENT IN UNEMPLOYED YOUTH PROGRAMMES

Project officers have been most conscious of the need to establish and to maintain working relations between the Unemployed Youth Programme, government, voluntary and local organizations and as well individual citizens in the community. The inputs from these various organizations have contributed to the success of some unemployed youth programmes.

The extent of involvement with local community groups depends upon three main factors, namely regional effects, the personality of the project officer and the emphasis each officer places on various aspects of their work.

Different approaches must be adopted by the metropolitan and country project officers in order to cater for the needs of the youth in their district.

Project officers operating in country regions are responsible for large and extensive areas (e.g. the whole of the South East - including Naracoorte, Bordertown, Port McDonnell; Port Pirie - Port Augusta and areas south of these cities). Thus project officers spend a great deal of time travelling in order to ensure they cover the area adequately. This factor affects the amount of outreach work they are able to achieve. These project officers considered that they needed to contest the conservative views of country communities and to dispel the unsympathetic attitude which they felt existed towards unemployed people. This was seen as persuading the communities to re-assess their views in the hope of reversing these unsympathetic attitudes.

In country areas unemployed youth have less community resources available to occupy their time. They are disadvantaged more than unemployed youth in the metropolitan area because they have less opportunities of becoming involved in a full range of activities. It was reported that unemployed youth must also contend with the social ostracism which is partly a reflection of the conservative attitudes mentioned above. In country areas it is considered that less unemployed youth register for unemployment benefits because of the social implications.

Because the four country project officers found their task of establishing programmes for unemployed youth hindered by community attitudes they have directed much time and energy into establishing and working with community councils. These project officers are acting as community catalysts by forming councils as a first step towards providing communities with an organisational base from which they can act autonomously in order to solve their own unemployment problems. In the event of reduced government spending on the relief of unemployment, it is anticipated that community councils will be able to provide the necessary means for programmes to continue in their respective areas, or alternatively, be sufficiently powerful to lobby for continued government assistance.

Two project officers attempted to make use of local groups and committees which were already operating (e.g. Lions Clubs, church groups). These project officers remarked that local groups were willing to help to various degrees, but they were at least prepared to provide project officers with support and encouragement.

One project officer reported that although the community council with which he worked, was aware of and sympathetic toward the plight of the unemployed, the council did not consider the problem on the basis of individual age groups. Therefore, action is not geared specifically toward resolving unemployed youths' needs. When the project officer discussed issues concerning support for programmes to cope with unemployment problems, the committee offered to assist the project officer.

Two other project officers have worked independently of community councils and not sought assistance from them.

7.7 CONTACT WITH EMPLOYERS

Two project officers have canvassed employers to determine the skills which they may require so that they could be incorporated into unemployed youth programmes. All employers to whom the project officer spoke, especially those associated with the hospitality trade, were prepared to assist successful participants of unemployed youth programmes by providing positions for them in the appropriate trade.

Seven project officers have had little or no contact with employers.

7.8 ASSOCIATION WITH COLLEGES OF FURTHER EDUCATION

Project officers initially established contact with colleges of further education in their area. Project officers were requested to comment on the advantages and problems of their association with colleges of further education.

7.8.1 Advantages

Project officers collectively listed a variety of reasons why Department of Further Education colleges were invaluable to the successful operation of programmes. Fundamentally, colleges of further education provided premises from which they were able to attend to their administrative responsibilities. This was particularly important to country project officers who were not able to use head office facilities. Colleges of further education provide expertise, support and a sounding board for ideas and were able to make available facilities for programmes to be run inside the college. This could be even more effective if existing staff were used as instructors.

7.8.2 Disadvantages

Two project officers felt that they were constantly rationalising the need for the programmes and the amount of money required to augment the Unemployed Youth Programme because of the need to convince the principal that he should exercise his financial delegation in approving them.

One project officer reported that his association with the college was helpful to the extent that the principal accepted and co-operated within the philosophy of the Unemployed Youth Programme Unit. The pressure created outside this framework resulted in college participation becoming an unwarranted burden on the time and effort of the officer.

Two country project officers expressed diametrically opposite views on their association with their respective colleges. One felt that the association was advantageous. He felt it gave those that attended the college, prestige in the eyes of other unemployed youth. In contrast the other officer felt that unemployed youth were hostile towards educational institutions, including colleges of further education. Unnecessary difficulties were encountered because it was required to counteract the attitudes of unemployed youth towards the known association of the project officer with the college.

7.9 SUMMARY

Project officers were required to make personal contact with unemployed youth and to gradually, where possible, direct them toward skill-oriented programmes. Reaching unemployed youth has been the most difficult task project officers have encountered. It has, however, been facilitated by Job Hunters' Clubs. Liaison between the

Department of Further Education and the Department for Community Welfare has proved to be an extremely appropriate means of implementing successful programmes for unemployed youth.

The Commonwealth Employment Service was also an agency employed by project officers to contact participants of the programmes. Although some Commonwealth Employment Service officers were helpful, a more extensive use of the Commonwealth Employment Service to contact youth who are registered with them as unemployed would ensure that at least all those particular unemployed youth were informed of the existence of the programmes. Project officers unanimously felt that extensive advertising and outreach work was necessary to contact the 14 000 unemployed youth who had not been involved in unemployed youth programmes but who may appreciate the opportunity to do so.

All project officers reported that the main aim of the unemployed youth programmes was to teach new skills to the participants. Additionally, the programmes were intended to raise the self-esteem and confidence of the individuals involved.

Project officers felt that the main benefits derived by participants were peer contact and their increased employment potential.

Project officers reported that co-operation from other government departments was not as forthcoming as they would have liked it to be. There would seem to be a need for government departments to co-ordinate their activities in order to more effectively assist unemployed youth.

The support from community councils has helped contribute to the success of some unemployed youth programmes. Only four project officers have, however, actively been involved in establishing community councils which then were able to respond to the unemployment problems of their community.

Finally, project officers commented on the benefits of their attachment to further education colleges. While all appreciated the facilities provided by the colleges, four officers felt there were some disadvantages involved in the association.

CHAPTER 8 DISCUSSION OF RESULTS - INSTRUCTORS

"He should have skills of both a vocational and non-vocational nature; he should have a deep understanding of young people as human beings. He would act as leader, counsellor, instructor, confidant, and would create a non-threatening environment in which effective communication between one trainee and another and between trainees and trainer would be natural".

(DEPARTMENT OF EMPLOYMENT U.K. 1974.)

The above quotation highlights the qualities desired of instructors taking unemployed youth programmes in South Australia. Instructors were employed on the basis of such personal talents and skills.

Thirty instructors were interviewed to obtain information concerning:-

- the method of employing instructors;
- the aims of the unemployed youth programmes;
- the benefits gained by participants;
- the effectiveness of the programmes, and
- funding arrangements.

Refer to Appendix H for the instructors' questionnaire.

8.1 BACKGROUND OF INSTRUCTORS

Instructors were recruited from a variety of sources.

TABLE 8.1

SOURCE OF RECRUITMENT OF INSTRUCTORS

1.	Project Officer	11
2.	D.F.E. College	9
3.	Job Hunters/D.C.W.	5
4.	C.E.S.	3
5.	Media	2
	TOTAL	30

The majority of instructors gained employment on the recommendation of the project officers. Nine were recommended by the Department of Further Education colleges. All the instructors were employed on an hourly paid basis except for the one college lecturer.

Instructors involved in the programmes were selected on their ability to understand and work with young unemployed people and on their skills relevant to the particular programme. Preference was given to unemployed persons as it was considered that they were more likely to be able to appreciate the problems associated with being unemployed. By following this policy, 27 of the 30 instructors gained employment themselves. Their ability to empathise with participants and to operate in a non-threatening manner was considered of great importance. Indeed this ability to demonstrate an understanding of the young unemployed person's situation was an important factor in participants continuing with the programme.

Three instructors were actually in employment at the time of their appointment. One was engaged as a full-time college lecturer and the other two were self-employed. Using self-employed persons as instructors proved unsatisfactory, as they were unable to devote sufficient time to the unemployed youth programme without their own enterprise suffering. Therefore, when engaging future instructors, caution must be exercised in order to ensure that they can devote sufficient time to present a programme adequately. Except for the instructor who was already a full-time lecturer and engaged in other work, all the instructors were employed for the duration of the programmes. Competent instructors were retained for the programmes which were repeated.

Instructors were responsible to the project officer for all matters concerning their programme. The project officer visited the programmes regularly in order to resolve any queries and to ensure sufficient equipment was available. Furthermore, instructors were given a large degree of freedom in devising the content and the method of presentation for their programme. Overall, the instructors expressed favourable comments concerning the way in which they were permitted to operate under the project officer.

8.2 INSTRUCTORS' VIEWS OF PROGRAMMES

The opinions expressed by the instructors are discussed below according to the three pre-determined programme classifications.

8.2.1 Aims of the Unemployed Youth Programmes

All the instructors considered that the main aims of their programmes were:

- the improvement of motivation;
- the improvement of self-esteem and work attitudes; and
- the acquisition of new skills.

8.3 CATEGORY I - PERSONALITY MAINTENANCE PROGRAMMES

Taking "Personality Maintenance Programmes" as Category I programmes, the instructors considered that personal development skills which were included in this type of programme were those which could assist the participants in gaining employment. Instructors reported that most emphasis was placed on the aim of improving participants' appearance and personal integrity.

8.3.1 Benefits to Participants

Presented below is a summary of the main benefits that instructors felt participants derived from Category I programmes:

- contact with peers;
- improved job search abilities;
- more attractive to employers by improving social skills;
- improved self-esteem and confidence;
- improved competitiveness in searching for jobs.

All instructors expressed the opinion that the acquisition of these skills enabled the participants to compete more effectively in a highly competitive job market. Instructors stressed that the increased employment potential which participants had gained by acquiring a variety of social skills, was attractive to an employer.

8.3.2 Effectiveness of Programmes

The three instructors surveyed in this programme category commented that the effectiveness of programmes was due to:

- the small size of the class which ranged from six to eight participants;
- the informal but cohesive structure of the programme;
- the supportive environment in which the programme was conducted.

The programmes were so structured as to ensure a relaxed, informal environment in order to encourage full involvement by the participants in learning activities. Instructors agreed that this enabled participants to gain maximum benefit from the programmes.

The short duration of most of these programmes was felt to have a significant inhibiting effect on skill development. The skills being taught were of a basic introductory nature and therefore the students' competitiveness in the job market was improved only slightly.

Each instructor commented that the programmes needed to be extended. Participants may then be guided into more skill-orientated programmes.

8.4 CATETORY II - PRACTICALLY ORIENTED PROGRAMMES

8.4.1 Benefits to Participants

Fifteen instructors felt that raising self-esteem through mixing with others, in working as a team and in producing both individual and group items, was beneficial to participants. Instructors reported on the high motivation of participants to learn and improve their skills. The high completion rate of projects by participants at home tends to support this claim.

Programmes provided a range of opportunities for the expression of creative talent. It was maintained that by developing and improving these talents, participants had a much greater chance of becoming self-employed. Minimal follow-up assistance would then lead to participants developing new enterprises on their own account.

The importance of the development of new enterprises should not be lightly dismissed. A review of the unemployment situation reveals that there is a serious lack of job vacancies. This means that for those participants unable to obtain employment, entry into new enterprises could provide participants with a means of becoming self-sufficient. Thus other jobs would be added to the total 'job pool' of the community.

8.4.2 Effectiveness of Programmes

Factors contributing positively to programme effectiveness were identified as:

- the informal cohesive structure;
- the brief duration of the programmes (average length 8 - 10 weeks);
- the location of the programmes.

Along with category I instructors, the category II group noted that a relaxed, informal atmosphere assisted in creating a positive learning environment where participants could learn skills of interest to them, at their own pace. This should not be interpreted as inferring that no structure existed or that programmes were merely 'drop-in' centres. Nevertheless, many participants were reluctant to participate in programmes where a 'school room' type environment existed.

The instructors envisaged participants involving themselves in programmes designed for learning basic skills and raising morale and motivation at locations other than colleges. This initial experience may then encourage the more highly motivated participants to enrol in college courses and so develop more advanced vocational skills.

Instructors were conscious of the fact that programmes needed to be loosely structured. They commented that future programmes should teach more intensive skills over a longer period of time. It was noted that improved access to craft and photographic equipment would greatly enhance participants' opportunities to develop more advanced skills.

Where intensive programmes are to be provided, existing facilities situated at the colleges of further education could possibly be utilized. The use of existing facilities would avoid unnecessary duplication of expensive resources.

8.5 CATEGORY III - NEW SKILLS PROGRAMMES

8.5.1 Benefits to Participants

Instructors commented that the structure of new skills programmes, the main elements of which were the consistent high rate of attendance and the simulated work environment, conditioned participants for the rigours of a real work situation. This effect, coupled with increased personal development, enabled the participants to command more effective job hunting skills.

The instructors noted that work skills and job hunting skills were important contributing factors in developing a more attractive job applicant. They felt that these skills assisted participants to 'queue jump' other unemployed youth who were not prepared to avail themselves of such training programmes. For instance, these skills enabled 90 per cent of participants in the 'Food and Bar Service' programme and 60 per cent of those in the typing programmes to obtain jobs.

Instructors of typing programmes reported that participants' significant improvement in motivation and self-confidence contributed largely to a pronounced increase in job-seeking activity. Instructors could not help noticing the increase in the time their participants spent searching for jobs and the improved interview techniques employed. Even unsuccessful applicants showed a distinct improvement in their conversation and appearance. These latter skills, when added to the increased work skills being learned, considerably increased a participant's 'employment potential'.

8.5.2 Effectiveness of Programmes

All instructors considered the contributing factors to the effectiveness of category III programme to be the result of:

- the appropriate length of programmes;
- the location of the programmes;
- the relevant skills being taught.

Generally, these programmes ran from one to four days per week for eight to ten weeks. This additional time (compared to category I and II programmes) increased the level and variety of the skills being taught. Thus, participants applying for relevant jobs were able to demonstrate a much higher level of competence than those attending courses in categories I and II.

The instructors reported that the location for these category III programmes was important in developing an efficient learning situation. Instructors emphasized the need for access to adequate resources and facilities which would enable programmes to simulate, as closely as possible, actual working conditions. By creating a simulated work situation, programmes were able to assist participants better in procuring jobs. This highlights a need for many work oriented programmes to be run in those colleges where appropriate facilities already exist.

8.6 FUNDING ARRANGEMENTS

The necessity to ensure continuity of funding arrangements was expressed by all instructors. Funding uncertainty was a major shortcoming of the present programmes and affected the smooth operation of all programmes. Guaranteed funding arrangements would obviate short-term 'stop-go' planning which is the inevitable result under the present system. A rolling triennial based funding approach would ensure that unemployed youth programmes could be adequately planned and presented, thereby ensuring continuity and maximum effectiveness.

It was considered that planning would increase the efficiency of these programmes in terms of teaching skills, utilizing resources and existing facilities, raising motivation and morale, developing of personal and social skills and in assisting participants to obtain jobs.

Instructors were concerned at the adverse effect the uncertainty of their tenure was having on the operation of programmes and the impact it had on participants. This effect could be minimised or eliminated by financial commitments being made to the programme on a longer-term basis than at present. Uncertainty of continuity leads to the inevitable scaling-down of programmes. Instructors consciously begin to lower their input prior to the end of a funding period. This leads to a decrease in teaching effectiveness and a decline in the morale of participants.

Continuity in funding would ensure that more effective contact could be maintained with participants. In the present situation where programmes scale down as the end of the financial year approaches, considerable effort in time and resources is then required to retrieve contacts and raise the standard of teaching to its earlier high degree of effectiveness.

8.7 SUMMARY

Category III programmes appear to be more effective in increasing a participant's employment potential than the other two programme categories. This is supported by the proportionally larger number of participants who have gained employment. The skills learned have enabled participants to enter the job market in specific areas where vacancies existed, albeit in limited numbers. This highlights the need to identify areas where skills are lacking. Unfortunately, the employers surveyed and spokesmen for the Chamber of Commerce were unable to identify precisely the areas where skills were lacking. The dilemma is that there is considerable reluctance on the part of project officers to conduct skill training without some real idea of the appropriate skills to be taught which might lead to employment. Some kind of needs analysis study is warranted.

Category II and III programmes which concentrated on developing vocational skills, were regarded as more effective in increasing the employment prospects of participants. Category I programmes were initiated as a response to the problems associated with being unemployed. Ideally, these latter programmes should be seen as 'feeder' programmes; that is, category I participants would be directed subsequently into programmes with an emphasis on teaching vocational skills.

The merits of the methods used to select instructors cannot be denied when consideration is given to the effectiveness of the Unemployed Youth Programme. Unfortunately, the uncertainty of funding for these programmes has resulted in the loss of many instructors and project officers to more secure jobs. If each time the Unemployed Youth Programme is extended at short notice, great expense in time and effort is incurred in re-employing qualified staff.

Accordingly it is recommended that funding should be established on a rolling triennial basis in order to facilitate long-term planning of programmes.

CHAPTER 9 DISCUSSION OF RESULTS - PARENTS

The evaluation was concerned with seeking information from parents of programme participants in relation to:-

- the benefits of the programmes to participants;
- the reasons for their son/daughter being unemployed;
- the assistance needed by unemployed youth.

See Appendix J for the parents' questionnaire.

The intention was to interview seventy parents. Unfortunately, time constraints allowed the researchers to interview only thirty-seven parents with no parents refusing to be interviewed.

9.1 BENEFITS OF THE PROGRAMMES TO PARTICIPANTS

All parents interviewed expressed the opinion that unemployed youth programmes enabled participants to use their time constructively. Instead of remaining at home, the participants 'got out of the house' and became involved in learning work and social skills. Parents stressed the role of the programmes in increasing participant's confidence which resulted in their child being less socially isolated.

All parents interviewed emphasized that the learning of skills had made the participants more attractive to employers. The parents stated that their sons/daughters sought to gain the work experience and skills required to gain a job. This was seen as a major contributing factor in their children becoming involved in the unemployed youth programmes.

Changed social behaviour was one of the major benefits indicated by all parents. Increased family interaction was also frequently mentioned. All parents attached importance to the increased contact which they themselves had experienced with the friends of participants. It is interesting to note that the participants themselves agreed with the parents' perceptions of the benefits that they were deriving from the programmes.

9.2 REASONS FOR BEING UNEMPLOYED

TABLE 9.1

COMPARISON OF REASONS FOR UNEMPLOYMENT AS GIVEN BY PARENTS AND PARTICIPANTS

REASONS FOR UNEMPLOYMENT	PARENTS*	PARTICIPANTS*
Not enough jobs	31	156
Too much competition for jobs	27	129
Lack of experience	19	120
Too old	14	55
Employers discriminate	11	48

* Second replies, where given, are included.

TABLE 9.2

ACTIVE JOB SEARCH: PARENTS' AND PARTICIPANTS' VIEWS

JOB SEARCH	PARENTS	PARTICIPANTS
Actively seeking work	27	189
Not active in seeking work	10	38
TOTAL	37	227

From Table 9.1, it is evident that parents and participants agreed on the reasons for unemployment. The highest category, 'not enough jobs', suggests that unemployment is not caused by the young unemployed being unwilling to work. Rather, indications are that the reverse is true; the young, unemployed want to work but are prevented from doing so by extraneous factors outside of their control. The major problem is of course, the lack of jobs. It should be noted that 'too much competition for jobs' and 'lack of experience' were the next two items indicated by both groups. The latter, in particular, was recognized as a serious limiting factor when applying for work. From Table 9.2 it is evident that the majority of parents and participants considered that the young unemployed were actively seeking work. This suggests that participants were willing and motivated to work and would take advantage of any opportunity to do so.

9.3 ASSISTANCE NEEDED BY UNEMPLOYED YOUTH

Parents indicated that continued involvement by the participants in the programmes was one way in which they could help themselves.

All parents emphasized the need for participants to become involved in activities and thereby minimize the feelings of depression and alienation. Fifteen parents commented on the positive aspects of voluntary work in maintaining motivation and confidence by involving participants in socially acceptable activities. These parents felt that participants had attained a high degree of self-satisfaction through such voluntary work.

Nineteen parents indicated that self-employment projects would assist the young unemployed in becoming an accepted member of society. Even so, parents realized that limited opportunities existed for young unemployed people to become self-employed.

Twenty-five parents stressed that State and Federal Governments should be instrumental in establishing job creation programmes to absorb the unemployed. Both agencies were considered to have a prime responsibility in this area either by creating more jobs or in developing self-sufficiency programmes. This was seen as an urgent need if the deleterious social effects arising from large numbers of teenagers being out of work is to be minimized. The Department of Further Education could then expand the Unemployed Youth Programme and use its resources to train unemployed youth to take advantage of job creation schemes.

Most parents considered that the many women in the workforce had reduced jobs for school leavers and believed that this group should be restricted in the workforce. A few suggested that this could be achieved by introducing some income index requiring more tax to be paid by a husband and wife who both worked. Yet, it is important to realize that any member of the partnership could be restricted in the workforce, not merely women.

Parents were critical of 'some people' who had two jobs, further reducing the opportunities available for young people to work.

9.4 SUMMARY

All parents agreed that teaching occupational and social skills were major aims of unemployed youth programmes. Emphasis was given to the many positive social benefits that were gained by participants in these programmes. Parents highlighted the following benefits.

- increased harmony within the family unit;
- widening of the social network of friends;
- increased involvement by participants in outside activities.

Participants' involvement in outside activities concentrated mainly on looking for jobs. Both parents and participants stressed that the unemployed were continually and actively seeking jobs even in the face of limited opportunities for jobs. This negates the erroneous myth that unemployed youth do not want to work. Parents were able to demonstrate a much deeper understanding of the reasons for unemployment than the researchers anticipated. It appears that parents will not be receptive to placatory measures which do little to alleviate the unemployment situation. Rather, their comments indicate a firm commitment to the Unemployed Youth Programme and an expectation that more responsive measures should be initiated by both State and Federal Governments.

CHAPTER 10 DISCUSSION OF RESULTS - EMPLOYERS

This section of the study was concerned with employers' opinions regarding:

- present skills lacking in industry and possible skills required in the future;
- characteristics of employees which were held to be important by employers;
- the difficulties faced by unemployed youth.

Refer to Appendix K for the employers' questionnaire.

Forty-two employers were interviewed. These were not necessarily employers of unemployed youth programme graduates but were employers in general.

10.1 PRESENT SKILLS LACKING AND THOSE REQUIRED IN THE FUTURE BY INDUSTRY

Several employers expressed the opinion that Australia suffered from a shortage of skilled tradesmen, especially in the metal trades industry. While this may be the case, this report has previously noted that there is no lack of applicants for apprenticeships, yet few positions appear to be created by employers.(1) There are also significant numbers of skilled persons registered as unemployed. These two factors make it difficult to accept the view that there are insufficient skilled people in the Australian workforce. In fact, when the Chamber of Commerce and Industry was interviewed on this point, they were unable to identify any occupational areas of industry which were in immediate need of skilled people. They only reiterated the opinions expressed by employers concerning a shortage of skilled tradesmen and the problems Australia would face when the economy was once again buoyant.

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(1) Education System and Employers. Section 1.6.

When asked about existing job vacancies within their particular firm, employers indicated that few vacancies existed and then only in marginal numbers. Assuming that this situation is universal across all employers, then skilled manpower is not presently required by industry. A recent major report can be cited in support of these findings.

The Committee of Inquiry into Education and Training (Williams Committee 1977) recently commissioned a Survey of Apprentices and Employees Working as Tradesmen. The results of the Australian Bureau of Statistics survey "Apprentices and Employees working as tradesmen" (1978) revealed that in September 1977 "employers covered by the survey had only 5 200 vacancies for tradesmen. At the same time there were around 15 - 16 000 unemployed tradesmen".

While employers predicted that Australia would face a shortage of skilled tradesmen in the future, they were unable to predict occupational areas in which skills would be deficient. Given the difficulty of forecasting such information, the chances of identifying needs appears almost impossible. In fact one union representative was of the opinion that predictions of future skill requirements were impossible.

Two officials of the Chamber of Commerce pointed out that future retirements would create a shortage of skilled workers in industry. This factor should be allowed for when determining needs.

This opinion must be considered in relation to the fact that the Australian Bureau of Statistics Survey for the

Committee of Enquiry into Education and Training (1978), "showed that the tradesman workforce does not contain a disproportionate number of older workers. Only 19% of employed tradesmen covered by the survey were over age 50 years, a slightly smaller proportion than for the male labour force as a whole."

The solution to shortages of skill suggested by the Chamber was to import skilled tradesmen, who upon employment, would be immediately productive. No solution was suggested to the problem caused by leaving a pool of unemployed by importing labour from overseas countries.

10.2 EMPLOYEE CHARACTERISTICS PREFERRED BY EMPLOYERS

All employers prefaced their remarks with the statement that preference would be given "to those motivated and willing to work". An employer's ideal employee would be the person not only with suitable vocational and educational skills but suitable personal skills. The employers mentioned the following characteristics desired of employees:

- the ability to take advantage of the opportunities given by employers;
- a willingness to start from the bottom, as they themselves were required to do;
- possess initiative;
- possess commonsense, self-confidence and maintain a neat appearance.

Employers stated that the current economic climate and job situation, demanded that potential employees must possess employable skills. A number of employers stressed that competency in literacy and numeracy skills was essential. All employers expressed a preference for teenagers who had recently left school. The employers stressed that recent school leavers were more likely to retain and be prepared to learn work skills than long-term unemployed youth. One employer emphasized his reluctance to engage an unemployed person because of the decline in work habits and skills while unemployed. This indicates the importance of maintaining the morale and the skills developed at secondary school through some form of training programme such as the Unemployed Youth Programme.

Employers were also asked whether they would employ graduates of unemployed youth programmes. Only five employers indicated any knowledge of the programmes. Once informed of the programmes,all employers suggested that preference would be given to graduates of the programmes because they were obviously motivated to learn new skills and maintain those they had previously acquired. One official of the Chamber of Commerce and Industry emphasized the positive role which the unemployed youth programmes were providing by supporting and constructively occupying the time of the unemployed youth. Additionally, this member felt that the programmes would continually bring pressure to bear upon society, thus preventing society from developing a complacent accepting view of unemployment.

The spokesman was concerned for the situation where an unemployment rate of 10 per cent would not be perceived by society as constituting a problem. If such a situation arose, he was afraid that little constructive effort would be made on behalf of the unemployed. That situation seems to exist now where an unemployment rate of 7 per cent has not stimulated governments to initiate any comprehensive measures to reduce the numbers of unemployed significantly.

10.3 DIFFICULTIES FACED BY UNEMPLOYED YOUTH

Employers emphasized the unrealistic expectations expressed by many unemployed youth. The employers felt that the school leaver expected to become employed at middle levels in their firm. All employers stressed that young employees were reluctant to 'begin at the bottom' as those in executive positions had done previously. Employers commented that the responsibility for creating this attitude rested upon the education system and upon society with its emphasis on credentialism.

Employers declared that the education system failed to equip the school leaver adequately for employment. The main cause was seen as the reduction in the traditional emphasis placed on learning the three 'Rs' - reading, writing and arithmetic. All employers stressed the need to revise the current trend toward liberal education and to revert to teaching the skills required in industry. Employers commented that, unless this current trend was contained, then school leavers would continue to be poorly equipped to enter the job market.

Employers indicated a preference for married women in the workforce over the younger members of society and unemployed youth. Employers felt that married women were more reliable and quickly regained or acquired skills needed for effective production. The young unemployed were regarded as less reliable and not so flexible in acquiring new skills. Employers were concerned about the expense incurred and time wasted in training a group which they felt to be unmotivated and therefore poor employment prospects. All employers, not surprisingly, expressed a preference for a reliable, previously trained, stable workforce.

Employers agreed that women would receive priority in employment even though their wages were higher than the wages for youth. The employers felt that high wages for young people coupled with their lack of productivity priced the young out of the job market. The employers' solution was a lowering of wages for this group. Only then would employers be enticed to spend money and time on training young employees.

Officials of the Chamber of Commerce emphasized that high wages for young people were a contributing factor to the high percentage of unemployed youth. Further, it was the opinion of the Chamber that employers would prefer to apprentice adults rather than teenagers if they had to pay such high wages. The high wage structure has the effect of closing entry into the skilled labour market for many young people.(1) This view is not supported except for the 18 - 21 year age group where the adult wage has been redefined from the twenty-first year to the eighteen year mark. Virtually, the only incentive for employers to engage apprentices, was the monetary assistance offered by the Special Youth Employment Training Scheme initiated by the Federal Government.

While this provides an incentive and financial gain for the employers, the same is not true for unemployed youth. Two major disadvantages have been highlighted with this scheme. Firstly, to be accepted as an applicant, the young person must have been unemployed for four months. This appears to be a disincentive for young people to seek jobs. Secondly, if the young unemployed satisfy the above criterion, they are engaged for a six month training period. At the end of the six months, it is hoped that trainees will be given full-time employment.

Yet, according to some employers, many such trainees are sacked at the end of the six month period. Employers are able to do this by saying they have no full-time work available even though they may immediately hire another youth and claim a subsidy again. This has several repercussions for unemployed youth. Firstly, they have only one chance to be trained under this scheme. Second, if the scheme was of benefit to them, not securing employment makes the training they receive appear meaningless. Third, not being able to be trained under the scheme again, frequently dampens their enthusiasm to continually seek other employment. Meanwhile, employers can utilize the scheme to train as many young people as they like. Such criteria for employers can and has led to the abuse of this scheme.

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(1) See discussion of Education System and Employers. Section 1.6.

Other employers commented that some 'abusing employers' go to the extent of dismissing a full-time employee so that two trainees can be engaged in his place. Commonwealth Employment Office spokesmen have reported that, because the scheme has been abused, it is now under review.

Finally, there are some employers who will not use the scheme at all. In Port Augusta, the Electricity Trust of South Australia has a policy of not engaging unemployed youth under this scheme. This prohibits many potential employees from receiving the skills necessary to obtain full-time employment. It must be stated in defence of the Trust that it does apprentice many young people.

10.4 SUMMARY

It was of interest to note that all employers stressed a lack of skilled manpower in industry. Yet, employers were unable to identify those skills presently lacking. Employers suggested that retirements of skilled workmen will cause shortages in the future. Their solution would be to import skilled labour at the time it was needed rather than contribute more to the training of a skilled workforce than is necessary to meet their immediate needs.

Employers argued that it is too costly to engage and train the young unemployed. They claimed that there was less expense incurred and greater productivity from an imported, already trained labour force. Whether such a singularly economic approach to what is fundamentally a human problem is in the national interest, is a matter of judgement. Nevertheless, the inability of employers to identify the skills presently lacking suggests that it is doubtful whether a lack of skills is really a major problem.

Where the skills lacking in the community really exist and can be identified, then the Department of Further Education could implement training programmes that would equip persons for the particular jobs.

Employers stressed a preference for married women over young people. Married women were considered to be more reliable, more skilled and to constitute a less transient labour force. As the Journal of Industry (1977) recently reported, it is"small wonder that, given a choice between paying a comparatively immature and inexperienced person between half and three quarters of an adult wage, plus the cost of employment and training, and employing an experienced, stable adult on full pay, employers are opting for the latter course as a matter of economic survival." It is evident that many employers are reluctant to train a young workforce because of the high costs involved. Rather, their expectation is to procure a labour force already trained. Employers are disinclined to accept it as a responsibility to train people and accept the cost of this training.

The employers' comments serve to underline the importance of the Unemployed Youth Programme in several ways. Firstly, the programmes are a constructive effort to assist those young and employed. Secondly, the programmes offer assistance in many forms and thereby raise the potential employability of the young unemployed. Employers commented on the unemployed needing support to raise motivation, self-confidence and morale and to provide occupational skills necessary for employment.

Finally, the employers stressed that youth who exhibited motivation to attend programmes and a willingness to learn work skills, would be readily accepted by employers. The unemployed youth programmes were a means whereby youth were able to gain work experience, learn work skills and increase their employment potential.

CHAPTER 11 CONCLUSIONS AND RECOMMENDATIONS

The following remarks deal with conclusions arising from the findings. Recommendations are submitted for the various groups of conclusions.

Overall, the programmes were found to be extremely effective in assisting youth to become more motivated, maintain existing skills and develop new skills.

RECOMMENDATION 1

It is RECOMMENDED that the Unemployed Youth Programme be continued and expanded.

RECOMMENDATION 2

It is RECOMMENDED that the programmes continue to be administered by the Department of Further Education.

11.1 NATURE OF THE PROGRAMMES

1. The majority of the unemployed youth programmes are practically oriented and designed to develop new skills.

2. The Unemployed Youth Programme enables youth to gain work experience, acquire work skills and increase their employment potential.

3. The programmes are designed to provide social benefits, particularly the improvement of self-esteem, confidence and the enhancement of the broader social skills.

4. The programmes provide equal opportunities for both male and female unemployed youth.

5. Intensive technical skills and skills maintenance programmes are being presented successfully to unemployed youth.

11.2 NATURE OF THE PARTICIPANTS

6. The majority of people participating in the Unemployed Youth Programme:

   - are aged 18 years and under;
   - have left school relatively recently;
   - have had some employment since leaving school, and
   - sixty per cent of respondents have been unemployed for a period of greater than four months.

7. Sixty-nine per cent of unemployed youth have left school at 15 or 16 years of age compared with 47 per cent of the total school population. To this extent they were less well educated than the majority of school leavers and possibly less able to gain employment in the present circumstances.

8. The practical work oriented experience gained by all respondents has compensated to a large degree for the loss of experience while unemployed.

9. The young people participating in the programmes are motivated by a desire to learn work and social skills. Yet, as the length of time unemployed increases the propensity to become engaged in programmes decreases.

10. Job opportunities that do not require skills have become less attractive to the Unemployed Youth Programme participants. Students who are unsuccessful in gaining employment at the end of one programme have been prepared to attend additional programmes. This indicates that respondents were keen to develop occupational skills which they could present to employers.

11. Participants expressed a willingness to attend programmes for more hours per week. Coupled with this, the expansion of programmes to teach more intensive skills over a longer period was supported by participants, instructors and project officers.

RECOMMENDATION 3

Accordingly, it is RECOMMENDED that programmes should be expanded in order to allow participants to fulfil their desire to attend and acquire more intensive skills over a longer period.

12. Fifty-six per cent of all the respondents shared the experience of unemployment with another member of their household. Family unemployment may be a causal factor of youth unemployment.

RECOMMENDATION 4

It is RECOMMENDED that further research be undertaken on the question of the incidence of family unemployment and its relationship to youth unemployment.

11.3 CAREER EDUCATION

13. Thirty-five per cent of all respondents were not involved in career education programmes while attending school. Twenty-six per cent of those who had been involved in career education programmes reported that the programmes were of little benefit.

14. Seventy-six per cent of the respondents had held one or more jobs since leaving school but presently were unemployed.

15. Youth have often been accused of making ill-informed choices with regard to the jobs they desire and, as well, failing to adapt to the realities of the work environment.

16. The types of jobs that the respondents had held, suggests it may not have been ill-informed choices that resulted in them losing their job but rather that they entered occupations which are under threat from the present economic recession and the increasing technological advances in society.

RECOMMENDATION 5

It is RECOMMENDED that a full investigation be undertaken of the need for and the effectiveness of career education programmes.

11.4 LEARNING ENVIRONMENT

17. The majority of unemployed youth programmes were established and conducted in non-institutionalized settings and, where appropriate, closely simulated the work environment.

18. Participants reacted favourably to and expressed a liking for the learning environment established by project officers and instructors. The essential elements consisted of:

    - a non-competitive and non-threatening environment;
    - a situation where students may learn at their own pace;

- a relaxed, informal atmosphere;
- programmes usually being conducted in venues external to the colleges;
- participants being treated as adults and expected to behave accordingly, and
- an environment unlike that previously experienced at school.

11.5 LOCATION OF PROGRAMMES

19. Unemployed youth have a diverse range of abilities and interests and require a range of opportunities to enable them to become more competitive in the job market.

20. The argument that the provision of unemployed youth programmes outside of colleges of further education will cause a duplication of under-utilized facilities is insupportable. Nevertheless, it is desirable that work and practically oriented programmes should be provided within colleges when appropriate facilities exist.

21. Colleges of further education can serve unemployed youth programmes most effectively by providing the resources which are available within the colleges, and by assisting, with relevant expertise, those programmes conducted outside the colleges.

22. Colleges of further education can help to break down the resistance to formal education of many unemployed young people and to improve their confidence by adopting an 'outreach philosophy'.

RECOMMENDATION 6

Accordingly, it is RECOMMENDED that venues for programmes should be selected to maximise the educational benefits while utilizing the most appropriate resources. It must be recognized that the interests of the students supersede those of the educational institutions.

23. The transport difficulties facing unemployed youth in country districts, restricts the number of participants who can engage in those programmes provided in country districts.

RECOMMENDATION 7

It is RECOMMENDED that programmes be established in accessible locations to unemployed youth.

11.6 EFFECTIVENESS OF THE PROGRAMMES

24. A large number of current participants in programmes have been successful in gaining employment as a direct result of their participation. This suggests that the Unemployed Youth Programme is having a significant impact in terms of obtaining employment for the respondents. Greater contact with employers by project officers would substantially increase this impact.

RECOMMENDATION 8

Accordingly, it is RECOMMENDED that project officers liaise more closely with employers, thereby ensuring that relevant skills are taught.

25. Parents, endorsing the opinions of the other groups interviewed, considered that the programmes had provided the following benefits:

- increased harmony within the family unit;
- widened social interests, and
- increased involvement in outside activities.

26. Attendance at programmes has broken the general cycle of inactivity, depression and lassitude which is common among the unemployed. As a result respondents had increased their job search activities.

27. All respondents are actively engaged in seeking employment.

28. The number of past participants who successfully gained employment, was not investigated due to time constraints. The retention rate of Unemployed Youth Programme graduates in the work-force is not known. The long-term pattern of effect of the Unemployed Youth Programme is not known.

RECOMMENDATION 9

Accordingly, it is RECOMMENDED that a longitudinal study be implemented to investigate the long-term pattern of effect.

11.7 CHARACTERISTICS OF INSTRUCTORS

29. The policy of hiring as instructors unemployed persons with the capacity to understand and communicate with unemployed youth has proven successful.

30. Staff of colleges of further education may be used where they possess skills needed and where it is judged that they are capable of relating to the young unemployed.

31. When intending to engage instructors care must be taken in order to ensure that they are able to devote sufficient time to present a programme effectively. It has not proven successful to employ as instructors people who are engaged in their own businesses.

RECOMMENDATION 10

It is RECOMMENDED that when intending to engage instructors care be taken to ensure that the potential instructor has:

- *an understanding of the social and psychological problems of the young unemployed;*
- *skills relevant to a particular programme, and*
- *sufficient time to devote to the effective presentation of a programme.*

11.8 METHOD OF CONTACTING UNEMPLOYED YOUTH

32. All project officers recognized the need for regular publicity to be conducted through the Commonwealth Employment Service, the media, community groups, schools and the Department for Community Welfare.

33. It is not possible, to endorse one method of publicity over another as being a more successful means of informing the young unemployed about the programmes.

RECOMMENDATION 11

It is RECOMMENDED that the Commonwealth Employment Service be used as the major focal point for formal contact with unemployed youth, with informal contact being maintained and, where possible strengthened through the major five information sources.

34. Extensive advertising and outreach work are essential in order to contact unemployed youth.

RECOMMENDATION 12

It is RECOMMENDED that in country areas an additional youth assistant be appointed to act as an outreach worker.

35. Project officers have established community councils in country areas to handle unemployment problems on a regional basis.

RECOMMENDATION 13

It is RECOMMENDED that this form of administration be continued.

RECOMMENDATION 14

It is RECOMMENDED that a more systematic and co-ordinated approach is required by government departments in order to contact and to assist more effectively the young unemployed. Such an approach will minimize any duplication of resources and manpower directed to assist unemployed youth.

11.9 CONTROL AND FUNDING OF PROGRAMMES

36. It was noted that student attendance records were generally not maintained by project officers and instructors.

RECOMMENDATION 15

It is RECOMMENDED that adequate records be maintained in order that the Department of Further Education may account to the funding body for the administration of the programmes.

RECOMMENDATION 16

It is RECOMMENDED that in order to monitor and evaluate the programmes, participants should be encouraged, through the provision of a questionnaire before and after the course to express their:

- *expectations on entering the course;*
- *skills learnt during the course, and*
- *level of satisfaction with all components of the programme.*

The instrument chosen should also gather biographical data on the students. Such data should include:

- *sex of student;*
- *age of student;*
- *length of time unemployed;*
- *educational background;*
- *job history.*

It is essential that such an instrument be applied skilfully, with the interests of the student at all times paramount.

37. Principals considered that unemployed youth programmes did not warrant a high priority compared with the educational programmes provided by the colleges.

38. Several principals were adamant that unemployed youth programmes should be conducted solely within colleges of further education. This suggests that it may be necessary for some principals to become aware of and receptive to other venues which have proven to be more appropriate for operating the programmes.

RECOMMENDATION 17

It is RECOMMENDED that principals should be kept informed of unemployed youth programmes in their district and the project officers should seek their co-operation and advice on the nature of programmes which can be conducted within colleges of further education.

39. For the programmes to continue, it is necessary to ensure continuity of funding.

RECOMMENDATION 18

It is RECOMMENDED that funding should be established on a rolling triennial basis in order to facilitate long-term planning of programmes.

40. The decentralisation of funds for unemployed youth programmes under the control of college principals is not desirable.

RECOMMENDATION 19

It is RECOMMENDED that funds for the Unemployed Youth Programme should be controlled centrally by the co-ordinator of the programmes and made available directly to the project officers for the implementation of approved programmes.

11.10 SOME POSSIBLE DIRECTIONS FOR FUTURE PROGRAMMES

41. A review of the unemployment situation reveals that there is a serious lack of job vacancies. Project officers and instructors expressed concern about this situation. There is a significant number of skilled tradesmen unemployed. The Williams Committee identified 5 200 vacancies for qualified tradesmen as opposed to 15 - 16 000 unemployed qualified tradesmen.

42. Project officers have been involved in implementing programmes which have the potential to be developed into small businesses. By encouraging youth to become involved in such programmes their outlook toward employment opportunities has been broadened and made more positive. For those participants unable to obtain employment, entry into new enterprises could provide them with a means of becoming self-sufficient.

RECOMMENDATION 20

Accordingly it is RECOMMENDED that further research be carried out to ascertain the potential for programmes which will provide the opportunity for self-sufficient enterprises (small businesses, cottage industries) to be implemented.

43. Employers and their spokesmen contacted during this study were unable to identify occupational areas in which skills were lacking.

RECOMMENDATION 21

It is RECOMMENDED that a needs analysis study be mounted to identify clearly the areas in which occupational/work skills are presently lacking and possible work skills required in the future.

The fundamental recommendations of the review are reiterated:

It is RECOMMENDED that the Unemployed Youth Programme be continued and expanded.

It is RECOMMENDED that the programmes continue to be administered by the Department of Further Education.

APPENDIX A

SYLLABUS FOR CAREER ORIENTATION PROGRAMMES

SYLLABUS FOR CAREER ORIENTATION PROGRAMMES

AIM:

To assist in developing the employment potential of unemployed youth by giving them:

- experience in applying for positions and in taking part in subsequent interviews;
- an opportunity to assess the range of jobs available;
- confidence in being able to cope with the job environment, and
- simulated job experience.

LENGTH:

4 weeks. 4 hours per day for 4 days per week (morning or afternoon).

PROGRAMME:

The programme is flexible and involvement will depend upon the students' abilities and needs.

No specific time allocation has been given to the various components of the programme as different groups and individual students will have varying priorities within the programme. Even though separate components are described below, there is considerable inter-relation between them. Hence methods and sequences of presentation will vary.

The underlying theme is to assist young school leavers in getting a job by developing their job potential. Hence the programme needs to be real and meaningful to them and must be related closely to their experiences in seeking employment.

HUMAN RELATIONS/COMMUNICATIONS:

Career needs and personal needs, balance and compromises.
Personal confidence, individual assessment and orientation.
Personality, positive attitudes towards life and work, the individual, the importance of the outward appearance and impression. Factors in selection; qualifications, basic skills, attitudes, maturity, references, appearance.
Demands of the work situation; attitude, dedication, competitiveness, thoroughness, co-operation.
The individual's role in society and the workplace, his responsibilities.
Communication skills at work, employee-supervisor relationship, types of communication, giving and receiving, clear and concise communication.
Working in an organization, organizational structures and pressures.

PERSONAL SKILLS:

To provide an awareness of their abilities and the importance of these skills. Remedial work will be in relation to the requirements of getting employment.

Literacy Skills;

The importance of a good job application; sources, reading and interpretation of advertisements and job specifications, the requirements and completion of application forms, what the application says about the applicant.
Ability to read aloud and clearly, preparation of verbal and written summaries in relation to work generally.

Numeracy Skills;

The use of a simple calculator, addition and multiplication skills (e.g. adding long lists of figures, quick multiplication).

Personal Finance:
Budgeting, wages, hire purchase, savings, charge accounts, bank card.

JOB APPLICATION PROCEDURES:

Factors in selection; examination results, impression at interview, the application, school reports and references (character and academic).
Personal attributes and academic achievements.
The importance of the written application.
The need to be knowledgeable about the job, its requirements and environment before interview.
The interview, supporting documents, appearance and deportment, clear communication.

THE WORK ENVIRONMENT:

Assessing job opportunities in the district, attitudes towards jobs available, establishing priorities.

The Job:
The school leaver's expectation of what work is about, the reality of the job situation, coping with routine tasks, the first job not the last job, career development, references from previous jobs.

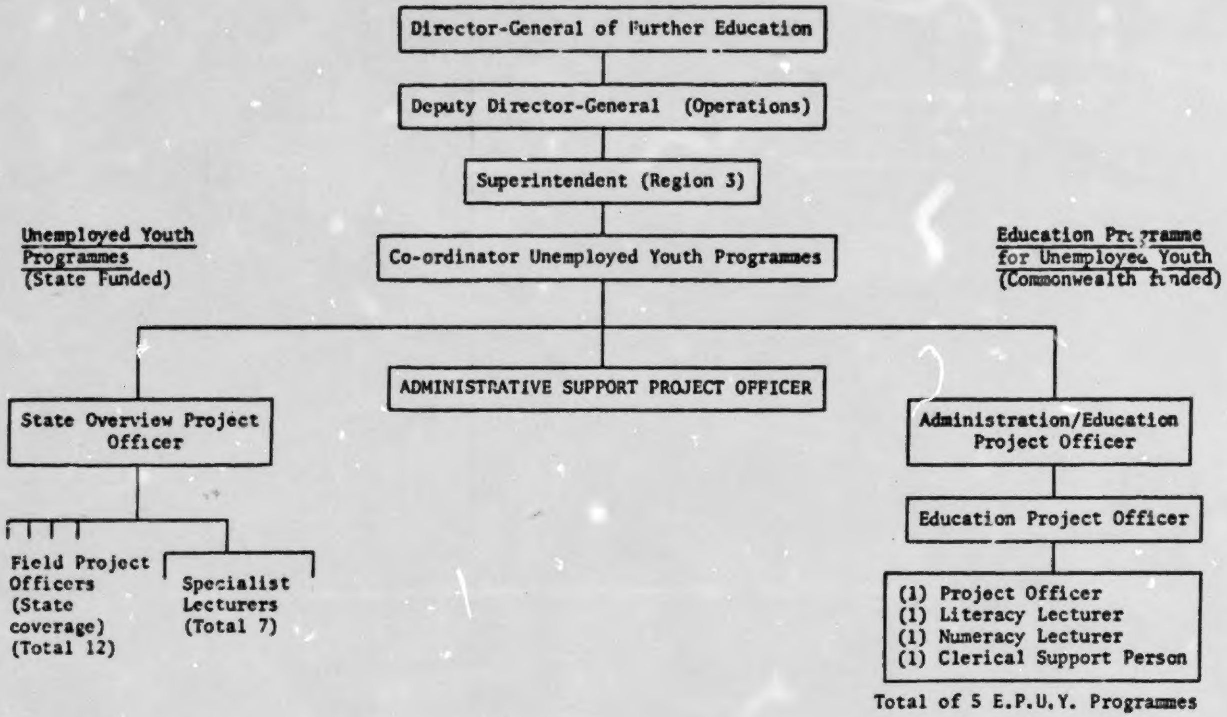
APPENDIX B

UNEMPLOYED YOUTH PROGRAMME: ORGANIZATIONAL CHART

APPENDIX B

ORGANIZATIONAL CHART

D.F.E. UNEMPLOYED YOUTH PROGRAMME


Director-General of Further Education
Deputy Director-General (Operations)
Superintendent (Region 3)
Unemployed Youth Programmes (State Funded)
Co-ordinator Unemployed Youth Programmes
Education Programme for Unemployed Youth (Commonwealth Funded)
ADMINISTRATIVE SUPPORT PROJECT OFFICER
State Overview Project Officer
Administration/Education Project Officer
Education Project Officer
Field Project Officers (State coverage) (Total 12)
Specialist Lecturers (Total 7)
(1) Project Officer
(1) Literacy Lecturer
(1) Numeracy Lecturer
(1) Clerical Support Person
Total of 5 E.P.U.Y. Programmes

APPENDIX C

DETAILS REQUIRED IN SUBMISSION TO THE CO-ORDINATOR

APPENDIX C

DEPARTMENT OF FURTHER EDUCATION

UNEMPLOYED YOUTH PROGRAMME

DETAILS REQUIRED IN SUBMISSION TO THE CO-ORDINATOR

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1. Letter from Principal of D.F.E. College acknowledging and approving programme.

2. Details of programme
   - Aims and objectives
   - Target number of participants
   - Duration
   - Total costs
     Instructor (Hourly rate and total number of hours)
     Consumables (comprehensive and detailed list - any thing under $40 is not capital equipment)
     Hiring and rental
     Equipment
     Advertising
   - Safety requirements
   - Curriculum.

3. FE20's and any other relevant forms to be attached and everything forwarded through Principal of D.F.E. College.

APPENDIX D

SUMMARY OF UNEMPLOYED YOUTH PROGRAMMES CONDUCTED AS AT 30/6/78

APPENDIX D

DEPARTMENT OF FURTHER EDUCATION

UNEMPLOYED YOUTH PROGRAMME

SUMMARY OF UNEMPLOYED YOUTH PROGRAMME CONDUCTED AS AT 30/6/78

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Adelaide College of Further Education	Grooming and Deportment	23.5.78	Continuous 20 hrs p.w.	30	There are several courses running at a time for unemployed young people to attend. There is also a full-time grooming and deportment instructor who conducts classes where needed in metropolitan and country areas.
	Driving Instruction				
	Class 1	10.4.78	10 weeks 6 hrs. p.w. (Hours have been extended for last of students to take their tests.)	24	Through the Box Factory
	Class 2	17.4.78	50 hours over 10 weeks	10	" " "
Adelaide Hills Community College					

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Brighton College of Further Education	Handyman Skills	7.10.77	Continuous 40 hrs p.w.	20	At Seaforth Community Centre
	Motor Garage Project	18.4.78	Continuous 3 days p.w. 6½ hrs p.d.	20	Held at Sturt Road Warradale
	Copperwork	19.6.78	Continuous 2 days p.w. 6 hrs p.d.	10	At Seaforth Community Centre
Language and Migrant Education Centre	Literacy Tutoring	Early '77	Various	Varies	Tutors for literacy students can be arranged through the Language Centre as well as through D.F.E. Colleges
Clare College of Further Education	Garage Project	2.6.78	Continuous 2 hrs p.w.	11	At Burra
Croydon Park College of Further Education					

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Elizabeth Community College	Woodworking	Aug. '77	Continuous 5 days p.w.	15	3 days p.w. at Salisbury
				10	2 days p.w. at Henley
	Welding	28.4.78	Continuous 8 hrs p.w.	8	At Elizabeth West in conjunction with C.Y.S.S. Project Officers
	Pottery	June '78	Continuous 4 hrs p.w.	12	Salisbury Branch
	Creative Clothing	20.6.78	Continuous 4 hrs p.w.	10	Salisbury Branch
	General Crafts	10.5.78	Continuous 8 hrs p.w.	10	
Eyre Peninsula Community College	Weight Training & Fitness	17.4.78	Continuous 3 days p.w. 4 hrs p.d.	30	At Port Lincoln
	Garage Workshop	17.4.78	Continuous 2 days p.w. 6 hrs p.d.	20	At Port Lincoln
	Smoked Fish Processing	6.6.78	4 weeks 4 days p.w. 8 hrs p.d.	2	At Port Lincoln

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Eyre Peninsula Community College cont.	Commercial Skills Programme	6.6.78	4 weeks 3 hrs p.w.	10	At Port Lincoln
	Wooden Toy Construction	2.6.78	Continuous 9 hrs p.w.	4	Originally 10 - 6 got jobs At Port Lincoln
Gawler College of Further Education					
Kensington Park Community College	Motor Garage Project	Jan. '77	Continuous 3 hrs p.w.	10	At McNally Training Centre
	Comskils	Aug. '77	Continuous 4 hrs p.w.	8-10	
	Typing	Nov. '77	Continuous 4 hrs p.w.	10	At St. Josephs Home for Girls
	Dressmaking	Nov. '77	Continuous 4 hrs p.w.	10	
	Home Management & Nutrition	Mar. '78	19 weeks 4 hrs p.w.	15	
	Creative Clothing	10.4.78	12 weeks 3 hrs p.w.	5	At Morialta High School
	Pottery	14.4.78	Continuous 3 hrs p.w.	12	

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Kensington Park Community College cont.	Leatherwork	12.4.78	Continuous 3 hrs p.w.	10	At U.P. Centre on Magill Road
	Basic Cooking	11.4.78	Continuous 3 hrs p.w.	12	At Montrose Avenue Youth Centre Fullarton Road
	General Crafts	13.4.78	12 weeks 3 hrs p.w.	8	
	Silk Screening	12.4.78	12 weeks 3 hrs p.w.	6	
	General Crafts	beg. July '78	Continuous 6 hrs p.w.	12	
	Signwriting, Ticketwriting & Silk Screening	3.5.78	Continuous 2 hrs p.w.	10	At Fullarton Park Community Centre
	Industrial Cleaning	31.5.78	6 weeks 3 hrs p.w.	6	
	Leadlighting	29.5.78	Continuous 8 hrs p.w.	10	
	Bookbinding, Boxmaking and Papercraft	30.5.78	5 weeks 3 hrs p.w.	10	
	Copperwork	9.6.78	Continuous 7 hrs p.w.	8-10	At Osmond Tce.

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Kensington Park Community College cont.	Driving Instruction	19.6.78	Continuous 6 hrs p.w.	10	
	Caring for Children	26.6.78	6 weeks 3 hrs p.w.	10	
Marleston College of Further Education					
Murray Bridge Community College of Further Education	Garage Project	18.5.78	7 weeks 1 day p.w.	5	At Mannum
	Craft Metal Working Programme	1.6.78	5 weeks 8 hrs p.w.	5	At Mannum
Naracoorte College of Further Education	Craft Skills	6.3.78	till 30.6.78	25	Itinerant Craft worker employed to conduct programmes in several small towns in south-east
	Sales Assistants Course	30.6.78	1 day 8 hrs	10	At Naracoorte
Northern College of Further Education					

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
O'Halloran Hill College of Further Education	Motor Maintenance	April '78	Continuous 4 hrs p.w.	8	At Seaford
	General Craft	April '78	Continuous 2 hrs p.w.	5	At O'Halloran Hill
	Driving Instruction	May '78	Continuous 4 hrs p.w.	8	At Y.O.U. Centre Morphett Vale
	Wooden Toy Construction	22.5.78	Continuous 16 hrs p.w.	12	At Old Kauri Timber Mills
Panorama Community College of Further Education	General Craft	Early '77	Continuous 3 hrs p.w.	12	At Prospect Centre
	Basic Cookery	6.4.78	Continuous 6 hrs p.w.	6-8	2 3 hrs sessions per week
	Basic Cookery	27.6.78	2½ hrs p.w.	8	At Balsam Avenue Kingswood in conjunction with C.Y.S.S. workers
	Weaving	20.4.78	Continuous 3 hrs p.w.	8	
	Silk Screening	18.4.78	8 weeks 3 hrs p.w.	5	
	Leatherwork	24.4.78	Continuous 3 hrs p.w.	8	
	Driving	11.3.78	Continuous 2 hrs p.w.	4	At Colonel Light Gardens

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
The Parks Community Education Centre	Motor Garage Project	15.11.77	Continuous 12 hrs p.w.	15)	At Athol Park
	Welding Instruction	15.11.77	6 hrs p.w.	6)	
	Spinning & Weaving	15.6.78	3 weeks 5 2 hrs sessions	5	
	Leatherwork	16.6.78	3 weeks 2 hrs p.w.	1	
Port Adelaide Community College of Further Education	Motor Garage Project	Oct. '76	Continuous 24 hrs p.w.	40	At Henley Beach in conjunction with Job Hunters Clubs - includes welding and panel beating.
	Driving Instruction	June '77	4 hrs p.w.	12	At Henley Beach finished 27.7.78
		May '78	6 hrs p.w.	12	At Alberton Driving Range finished 30.6.78
	Comskils	June '77	Continuous 28 hrs p.w.	40	At Port Adelaide
	Comskils	Sept. '77	Continuous 35 hrs p.w.	40	At Woodville

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Port Adelaide Community College of Further Education	Personal Development	24.4.78	Continuous 13½ hrs p.w. over 5 days p.w.	70	Group counselling in conjunction with Comskils
	Black & White Photography	Nov. '77	Continuous 3 hrs p.w. till 10.7.78	15	At Henley Beach
	Guitar Instruction	Feb. '78	Continuous 2 hrs p.w. till 26.6.78	8	
	Typing	Dec. '77	2 hrs p.w. till 27.7.78	20	At Grange
	Saleskil	19.6.78	6 weeks 11 hrs p.w.	10	At Port Adelaide Adult Matric. School
	Leatherwork	28.4.78	3 hrs p.w. till 30.6.78	6	At Henley Beach
Port Augusta College of Further Education	Driving Instruction Class 1	May '78	Continuous 8 hrs p.w.	12	
	Ceramics	beg. June '78	5 weeks 6 hrs p.w.	7	
	Video	24.6.78	2 days 8 hrs p.d.	7	

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Port Pirie Community College of Further Education	Motor Garage	Feb. '78	Continuous 3 hrs p.w.	6	
	Ceramics	beg. June '78	7 weeks 6 hrs p.w.	15-20	
	Driving Instruction Class 1	May '78	Continuous 8 hrs p.w.	14	
	Video	30.6.78	2 days 8 hrs p.d.	10	
Regency Park Community College	Bar Service Programme	29.5.78	4 days 8 hrs p.d.	10	
		6.6.78	4 days 8 hrs p.d.	10	
	Gardening Project	24.5.78	Continuous 12 hrs p.w.	10-12	On 1 hectare of land adjacent to Regency Park Community College
	Short Order Cooking Class	12.6.78	2 days 4 hrs p.d.		Conducted at Seaforth Community Centre
Riverland Community College	Typing	13.2.78	Continuous 2 hrs p.w.	12	

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Riverland Community College cont.	Stenography	Feb. '78	Continuous 35 hours	18	
South Coast College of Further Education	Garage Project	19.4.78	Continuous 12 hrs p.w.	20	At Victor Harbor in Amscol factory workshop/garage
	Welding and Light Steel Fabrication	July '78	Continuous 6 hrs p.w.		
South East Community College	Craft Programme	16.5.78	Continuous 10 hrs p.w.	12	
	Looking & Feeling OK	11.7.78	3 weeks 6½ hrs p.w.	10	
Strathmont College of Further Education	Typing	Nov. '77	Continuous 4 hrs p.w.	12	At Nailsworth High
	Photography (Black & White)	April '78	8 weeks 2½ hrs p.w.	6	At Nailsworth High
	Guitar Instruction	30.5.78	6 weeks 2 hrs p.w.	6	At Prospect - Y.A.C. Centre
Tea Tree Gully College of Further Education	Basic First Aid	4.4.78	8 weeks 2 hrs p.w.	10	Conducted by St. John's Ambulance

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Tea Tree Gully College of Further Education cont.	Driving Instruction	6.6.78	4 weeks 16 hrs p.w.	24	
Whyalla College of Further Education	Motor Garage Project	Aug. '77	Continuous 24 hrs p.w.	20	
	Welding Instruction	May '78	Continuous 2 hrs p.w.	6	
	Food & Bar Course	10.6.78	2 days	14	
Woomera College of Further Education	Craft Skills	Sept '77	Continuous 3 hrs p.w.	8-10	For Aborigines in Andamooka
Yorke Peninsula College of Further Education	Woodworking	Oct. '77	Continuous 5 days p.w.	8	For Aboriginals at Point Pearce. Toys being marketed. Full time carpenter employed as instructor.
	Dressmaking & Deportment	end May '78	2 hrs p.w.	6	At Kadina
	Bricklaying & Cement Paving	end May '78	Continuous 6 hrs p.w.	4	At Wallaroo

NAME OF COLLEGE	TYPE OF COURSE	COMMENCEMENT DATE	COURSE DURATION	NUMBER OF UNEMPLOYED YOUNG PEOPLE INVOLVED (Av. Per Week)	COMMENTS
Yorke Peninsula College of Further Education cont.	Comskils	end May '78	Continuous 6 hrs p.w.	6	At Kadina
	Motor Maintenance	16.5.78	Continuous 3 hrs p.w.	5	At Moonta
	Motor Maintenance	23.5.78	Continuous 3 hrs p.w.	5	At Wallaroo Mines

APPENDIX E

QUESTIONNAIRE FOR PARTICIPANTS

CONFIDENTIAL

DEPARTMENT OF FURTHER EDUCATION

EVALUATION OF UNEMPLOYED YOUTH PROGRAMMES

I am one of the three people who has been asked to conduct research into the unemployed youth programmes, such as the one with which you are involved.

The three of us are attempting to assess the usefulness of these programmes for unemployed youth.

In the interests of all unemployed youth we ask you to answer these questions honestly and thoughtfully. Please feel free to take as much time as you need to complete the questionnaire. The answers you give will be treated as confidential. The data will, however, be processed and included in the Research Report.

Please ensure that you answer all questions.

☐☐☐☐☐

TITLE OF COURSE: ____________________

1. AREA ... METROPOLITAN ☐ COUNTRY ☐

2. PRESENT PARTICIPANT ☐ PAST PARTICIPANT ☐

3. SEX ... MALE ☐ FEMALE ☐

4. AGE ... (tick one box only)
   - 15-18 ☐
   - 19-20 ☐
   - 21-25 ☐
   - over 25 ☐

5. LENGTH OF TIME UNEMPLOYED? (tick one box only)
   - 0-4 months ☐
   - 5-9 " ☐
   - 10-14 " ☐
   - over 14 " ☐

6. ARE ANY OTHER MEMBERS OF YOUR HOUSEHOLD UNEMPLOYED?

FATHER ☐ SISTER ☐

MOTHER ☐ BROTHER ☐ FRIEND ☐

7. **HOW DID YOU FIND OUT ABOUT THE PROGRAMME?**
(please tick any that are appropriate to you)

Department for Community Welfare/Job Hunters Club ☐
Commonwealth Employment Service ☐
Department of Social Security ☐
School ☐
Project Officer ☐
Parents ☐
Newspaper ☐
Radio/T.V. ☐
Community Council ☐
Word of mouth/friends ☐

Other: Please Specify: ______________________________

8. **WHY DID YOU BECOME INVOLVED IN THIS PROGRAMME?**
(please tick any that are appropriate to you)

Something worthwhile to do ☐
Parents wanted me to ☐
To learn new skills ☐
To help maintain skills ☐
To meet other people ☐
The only one available ☐
Better knowledge of jobs ☐
Programme interested me ☐
To gain a job ☐
Just something to do ☐
Other reasons: Please Specify: ______________________________

9. HOW DO YOU TRAVEL TO THE PROGRAMME?
(please tick one box only)

Public Transport ☐

Car/Motor Bike ☐

Pushbike/Walk ☐

10. DO YOU BREAK YOUR JOURNEY BY CATCHING MORE THAN ONE
BUS/TRAM/TRAIN? YES ☐ NO ☐

11. HOW FAR DO YOU TRAVEL TO ATTEND THE PROGRAMME?
(please tick one box only)

1-4 kilometres ☐

5-9 " ☐

10-14 " ☐

15 or greater ☐

12. HOW MANY HOURS PER WEEK DO YOU ATTEND THE PROGRAMME?
(please tick one box only)

0-2 hours ☐

3-6 " ☐

7-12 " ☐

13-25 " ☐

over 25 ☐

13. WOULD YOU LIKE TO BE ABLE TO ATTEND THE PROGRAMME FOR MORE TIME PER WEEK THAN YOU DO NOW?

YES ☐

NO ☐

14. HAVE YOU BEEN INVOLVED IN ANY OTHER UNEMPLOYED YOUTH PROGRAMMES?

YES ☐

NO ☐

IF YES, WHAT OTHER PROGRAMMES? ______________________

15. WHAT DO YOU LIKE/DISLIKE ABOUT THE PROGRAMME?
Please express your opinion, by a tick on EACH of these aspects of your programme.

	LIKE	DISLIKE	NO OPINION
Instructor			
The Atmosphere			
The way you are treated			
The hours			
Contact with Adults			
Contact with other members of the Programme			
Chance to express yourself			
Different environment from school			
What you are learning			
Developing your interests			

Other: Please specify:

WE WOULD LIKE YOU TO COMMENT ON ANY OF THE ABOVE AND OTHER REASONS THAT MAY BE IMPORTANT

16. HAS ATTENDING THE PROGRAMME ENABLED YOU TO -
(indicate by ticking your answer for each item)

	YES	NO	MADE NO DIFFERENCE
Make new friends			
Maintain contact with employed friends			
Maintain contact with unemployed friends			
Get on better with parents			
Get on well with other adults			
Meet interesting people			
Get a job			
Have more confidence in yourself			

Other: ______________________________

____

17. SINCE COMMENCING THE PROGRAMME, HAS THE WAY YOU SPENT YOUR TIME ON THE FOLLOWING ITEMS:-
(please tick one box only for each item)

	INCREASED	DECREASED	NO CHANGE	NOT APPLICABLE
sleep in late				
stay at home				
watch T.V.				
go out with friends				
go out alone				
housework				
look for work				
go to the pub				
shopping				
voluntary work				
other courses				

other: please specify: ______________________________

____

18. SINCE BECOMING INVOLVED IN THE PROGRAMME ARE YOU NOW SPENDING TIME PRACTISING ACTIVITIES LEARNED FROM THE PROGRAMMES?

YES ☐
NO ☐
NO CHANGE ☐

19. WHAT TYPE OF SPECIFIC WORK AND SOCIAL SKILLS DID YOU EXPECT TO LEARN FROM THIS PROGRAMME?

20. WHAT TYPE OF SPECIFIC WORK AND SOCIAL SKILLS HAVE YOU LEARNED FROM THIS PROGRAMME?

21. WHAT WORK AND SOCIAL SKILLS, THAT YOU ALREADY POSSESSED, HAS THE PROGRAMME IMPROVED OR MAINTAINED?

22. WHAT OTHER THINGS WOULD YOU LIKE TO LEARN WHICH COULD HAVE BEEN INCLUDED IN THIS PARTICULAR PROGRAMME?

23. WHAT OTHER INTERESTS AND SKILLS WOULD YOU LIKE TO DEVELOP BY DOING OTHER PROGRAMMES OR COURSES?

24. HAS THE PROGRAMME BEEN OF BENEFIT TO YOU?

Please explain

25. AT WHAT AGE DID YOU LEAVE FULL-TIME SECONDARY SCHOOL? (please tick one box only)

15 ☐
16 ☐
17 ☐
18 and over ☐

26. WHAT IS THE HIGHEST LEVEL OF SCHOOLING YOU ACTUALLY COMPLETED? (please tick one box only)

YEAR 9 ☐
YEAR 10 ☐
YEAR 11 ☐
YEAR 12 ☐

27. **WHAT WAS YOUR MAIN REASON FOR LEAVING SCHOOL?**
(please tick one box only)

Asked by school to leave/expelled ☐
Parents could not afford to keep you there ☐
Disliked school ☐
Found a job ☐
Wanted to go out to work ☐
Matriculation/Completed School ☐
Other: Please specify: ____________________

____

28. **HAVE YOU STARTED OR COMPLETED ANY OF THE FOLLOWING STUDIES SINCE LEAVING SCHOOL?**
(please tick any that are appropriate to you)

	STARTED	**COMPLETED**
Apprenticeship	☐	☐
Business College (Private)	☐	☐
University	☐	☐
College of Advanced Education	☐	☐
Institute of Technology	☐	☐
College of Further Education	☐	☐

Other: Please specify: ____________________

____

29. DID YOU PARTICIPATE IN ANY OF THE FOLLOWING CAREER PROGRAMMES WHILE ATTENDING SCHOOL?
(please tick any that are appropriate to you)

Visits to Colleges of Further Education ☐

Talks by people from Industry ☐

Work Experience ☐

Visits to Industry ☐

Career Counselling ☐

Other: Please specify: ____________________

____

30. IF YOU WERE INVOLVED WITH ANY OF THE ABOVE CAREER PROGRAMMES, IN WHAT WAY WERE THEY USEFUL?

Please comment: ____________________

____

____

____

31. IF YOU DID NOT PARTICIPATE IN ANY CAREER PROGRAMMES WOULD YOU HAVE LIKED THE OPPORTUNITY TO DO SO?

Please give reasons: ____________________

____

____

32. HAVE YOU HAD A JOB SINCE LEAVING SCHOOL?

YES ☐

NO ☐

33. IF YES, WHAT TYPE OF JOB HAVE YOU HAD?

1) Professional & Semi-Professional ☐
2) Rural, fishing, hunting ☐
3) Commercial Clerical, Sales ☐
4) Skilled manual worker ☐
5) Semi-skilled manufacturer ☐
6) Unskilled manual worker ☐
7) Protective services (Fireman, Police, Armed Services) ☐
8) Other service workers (Hotel Work, Hairdresser) ☐
9) Private Domestic (Lawn mowing, cleaner) ☐

Other: Please specify: ______________________________

34. WHAT TYPE OF JOB WERE YOU HOPING TO GET WHEN YOU LEFT SCHOOL?

1) Professional & Semi-Professional ☐
2) Rural, fishing, hunting ☐
3) Commercial Clerical, Sales ☐
4) Skilled manual worker ☐
5) Semi-skilled manufacturer ☐
6) Unskilled manual worker ☐
7) Protective services (Fireman, Police, Armed Services) ☐
8) Other service workers (Hotel Work, Hairdresser) ☐
9) Private Domestic (Lawn mowing, cleaner) ☐

Other: Please specify: ______________________________

35. WHAT TYPE OF JOB ARE YOU HOPING TO GET [illegible]W?

1) Professional & Semi-Professional ☐
2) Rural, fishing, hunting ☐
3) Commercial Clerical, Sales ☐
4) Skilled manual worker ☐
5) Semi-skilled manufacturer ☐
6) Unskilled manual worker ☐
7) Protective services (Fireman, Police, Armed Services) ☐
8) Other service workers (Hotel Worker, Hairdresser) ☐
9) Private Domestic (Lawn mowing, cleaner) ☐

Other: Please specify: ______________________________

36. ARE YOU ACTIVELY INVOLVED IN LOOKING FOR A JOB?

YES ☐ NO ☐

COMMENT IF YOU WISH: ______________________________

____

____

____

37. HAVE YOU OBTAINED, OR BEEN PROMISED, EMPLOYMENT AS A RESULT OF BEING INVOLVED IN THIS PROGRAMME?

YES ☐
NO ☐

38. WHAT REASONS CAN YOU SUGGEST FOR BEING UNEMPLOYED?
(please tick any that are appropriate for you)

Don't want to work ☐

Not enough jobs ☐

Too much competition for jobs ☐

Lack of experience ☐

Lack of confidence ☐

Too young ☐

Too old ☐

Employers Discriminate ☐

Don't know ☐

Given up looking for jobs ☐

Other: Please specify: ____________________

COMMENT IF YOU WISH: ____________________

____

____

39. HOW DO YOUR PARENTS FEEL ABOUT YOU BEING UNEMPLOYED?
(please tick any that are appropriate to you)

They are worried/upset ☐

They feel I'm not trying hard enough ☐

They are not concerned ☐

They are understanding and helpful ☐

They don't care ☐

They think it is all my fault ☐

Other: Please specify: ____________________

40. HAS BEING UNEMPLOYED CREATED ANY PARTICULAR PROBLEMS WITH YOUR PARENTS?

41. HAS THE PROGRAMME MADE YOU AWARE OF ANY NEW EMPLOYMENT OPPORTUNITIES?

YES ☐

NO ☐

IF YES, WHAT TYPE OF EMPLOYMENT OPPORTUNITIES?

42. WE WOULD VERY MUCH LIKE YOU TO USE THIS SPACE TO TELL US OF ANY SUGGESTIONS, CRITICISMS, GRIEVANCES OR ANY OTHER INFORMATION YOU THINK MAY BE USEFUL TO OUR STUDY.

PLEASE FEEL FREE TO SAY ANYTHING YOU LIKE.

PLEASE CHECK THAT YOU HAVE ANSWERED ALL THE QUESTIONS.

THANK YOU FOR YOUR CO-OPERATION.

Finally, as part of the research we would like to talk to as many parents, employers and community groups as possible, concerning the unemployment situation, community attitudes and the unemployed youth programmes.

These groups will not be informed of your comments.

If you do not mind me visiting or telephoning your parents to discuss similar issues, then please fill in the following details:

YOUR NAME: ______________________________

DO YOU LIVE AT HOME? (please tick appropriate box)

YES ☐ NO ☐

PARENTS.

NAME: ______________________________

ADDRESS: ______________________________

____

____

TELEPHONE: ______________

THANK YOU FOR YOUR CO-OPERATION

APPENDIX F

QUESTIONNAIRE FOR PRINCIPALS

CONFIDENTIAL APPENDIX F

SOUTH AUSTRALIAN DEPARTMENT OF FURTHER EDUCATION
EVALUATION OF UNEMPLOYED YOUTH PROGRAMMES

PRINCIPALS

COLLEGE ______________________________

DATE _________________________

METROPOLITAN ☐ COUNTRY ☐

1. IS THERE A NEED FOR UNEMPLOYED YOUTH PROGRAMMES IN YOUR AREA?

____

____

____

____

2. DO YOU FEEL THAT UNEMPLOYED YOUTH HAVE DIFFERENT NEEDS THAN THE STUDENTS WHOM YOU NORMALLY HAVE CONTACT WITH?

____

____

____

____

3. IF YOU FEEL THAT THEIR NEEDS ARE DIFFERENT WHAT DO YOU SEE AS THE MOST APPROPRIATE WAY OF CATERING FOR UNEMPLOYED YOUTH (E.G. USING EXISTING COLLEGE CURRICULUM OR PROGRAMMES OUTSIDE OF THE COLLEGE)?

____

____

____

____

4. WHAT DO YOU CONSIDER TO BE THE MAIN AIM(S) OF THE UNEMPLOYED YOUTH PROGRAMME YOU ARE RUNNING?

(tick those appropriate)

(1) to maintain skills ☐

(2) to teach new skills ☐

(3) to provide support for unemployed youth ☐

(4) to improve the self-esteem, attitudes and motivation of unemployed youth ☐

(5) to make the participants aware of keeping to time ☐

(6) to help the participants get a job in the traditional sense ☐

(7) to help them find alternative (new enterprise) forms of employment ☐

(8) other ______________________________

5. HOW WELL DO YOU FEEL THAT EXISTING PROGRAMMES ARE MEETING THESE OBJECTIVES?

6. WOULD YOU PREFER TO SEE THE PROGRAMMES RUN INSIDE YOUR COLLEGE USING EXISTING FACILITIES?
(Specify the benefits: use of existing facilities optimally, etc.)

7. WHAT SPECIFIC ADVANTAGES AND DISADVANTAGES TO AN UNEMPLOYED YOUTH ARE DERIVED FROM RUNNING PROGRAMMES OUTSIDE THE COLLEGE?

ADVANTAGES	DISADVANTAGES
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

8. IF FUNDS WERE NOT "EARMARKED" AS THEY ARE NOW FOR UNEMPLOYED YOUTH, WHAT PRIORITY WOULD YOUR COLLEGE GIVE TO RUNNING THESE PROGRAMMES?

____

____

____

9. WOULD YOU LIKE SOME OF THESE PROGRAMMES TO BECOME PART OF THE COLLEGE'S REGULAR COURSES?

____

____

10. WHAT ADVANTAGES AND DISADVANTAGES DO YOU SEE THAT MIGHT FOLLOW FROM USING EXISTING STAFF FROM THE COLLEGES?

ADVANTAGES	DISADVANTAGES
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

11. WHAT ADVANTAGES AND DISADVANTAGES DO YOU SEE MIGHT FOLLOW FROM USING TEACHERS WHO COME FROM OUTSIDE OF THE COLLEGE?

(e.g. people in the community)

ADVANTAGES	DISADVANTAGES
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

THANK YOU FOR YOUR CO-OPERATION

APPENDIX G

QUESTIONNAIRE FOR PROJECT OFFICERS

CONFIDENTIAL APPENDIX G

SOUTH AUSTRALIAN DEPARTMENT OF FURTHER EDUCATION

EVALUATION OF UNEMPLOYED YOUTH PROGRAMMES

PROJECT OFFICERS

1. WHAT METHODS FOR REACHING PARTICIPANTS DO YOU USE?

(a) Job-Hunters/D.C.W. ☐
(b) Radio ☐
(c) Newspapers ☐
(d) Word of Mouth ☐
(e) C.E.S. ☐
(f) D.S.S. ☐
(g) Community Groups ☐
(h) Schools ☐
(i) Other .... ☐

2. ARE YOU REACHING ALL THOSE UNEMPLOYED YOUTH IN YOUR AREA, WHO COULD MAKE USE OF THE PROGRAMMES?

YES ☐ NO ☐

3. HOW COULD YOU REACH THOSE UNEMPLOYED YOUTH NOT INVOLVED IN THE PROGRAMMES?

4. WHO INITIATES THE COURSES?

1. Job-Hunters ☐
2. Participants ☐
3. Project Officer ☐
4. Community Groups ☐
5. Instructor ☐
6. Other .... ☐

5. WHAT DO YOU CONSIDER TO BE THE MAIN AIM(S) OF THE UNEMPLOYED YOUTH PROGRAMME YOU ARE RUNNING?
(tick those appropriate)

(1) to maintain skills ☐
(2) to teach new skills ☐
(3) to provide support for unemployed youth ☐
(4) to improve the self-esteem, attitudes and motivation of unemployed youth ☐
(5) to make the participants aware of keeping to time ☐
(6) to help the participants get a job in the traditional sense ☐

(7) to help them find alternative (new enterprise) forms of employment ☐

(8) other

____

____

6. WHAT DO YOU THINK ARE THE MAIN BENEFITS OF THE COURSES FOR THE PARTICIPANTS?

____

____

____

____

7. DO YOU RECEIVE INFORMATION AND CO-OPERATION FROM LOCAL COMMUNITY GROUPS?

Please explain your answer

____

____

____

____

8. DO YOU RECEIVE INFORMATION AND CO-OPERATION FROM GOVERNMENT AGENCIES? (C.E.S., D.C.W., D.S.S.)

____

____

____

9. WHAT TYPE OF RECORDS DO YOU KEEP ON PARTICIPANTS?

____

____

____

____

10. IN WHAT WAY DO THESE PROGRAMMES HELP PARTICIPANTS TO FIND JOBS, OR CREATE NEW ENTERPRISES?

____

____

____

____

11. HOW MANY PARTICIPANTS HAVE BEEN INVOLVED IN UNEMPLOYED YOUTH PROGRAMMES IN YOUR AREA:

____________________ (Number)

12. HOW MANY OF THESE PARTICIPANTS HAVE GAINED EMPLOYMENT?

____________________ (Number)

13. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF YOUR ASSOCIATION WITH THE D.F.E. COLLEGE(S) IN YOUR AREA?

____

____

____

14. ARE EMPLOYERS IN YOUR AREA AWARE OF THE UNEMPLOYED YOUTH PROGRAMMES AND DO THEY SHOW INTEREST IN THESE PROGRAMMES?

(e.g. suggesting courses that might be run, suggesting areas where skills are lacking, taking on graduates of unemployed youth programme courses).

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THANK YOU FOR YOUR CO-OPERATION

APPENDIX H

QUESTIONNAIRE FOR INSTRUCTORS

CONFIDENTIAL

SOUTH AUSTRALIAN DEPARTMENT OF FURTHER EDUCATION

EVALUATION OF UNEMPLOYED YOUTH PROGRAMMES

INSTRUCTORS

TITLE OF COURSE ______________________________

D.F.E. COLLEGE ______________________________

1. HOW DID YOU BECOME INVOLVED WITH THE UNEMPLOYED YOUTH PROGRAMMES?

____

____

____

____

2. WHAT DO YOU CONSIDER TO BE THE MAIN AIM(S) OF THE UNEMPLOYED YOUTH PROGRAMME YOU ARE RUNNING?

(tick those appropriate)

(1) to maintain skills ☐

(2) to teach new skills ☐

(3) to provide support for unemployed youth ☐

(4) to improve the self-esteem, attitudes and motivation of unemployed youth ☐

(5) to make the participants aware of the disciplines of work ☐

(6) to help the participants get a job in the traditional sense ☐

(7) to help them find alternative (new enterprises) forms of employment ☐

(8) other ______________________________

3. ARE THE PARTICIPANTS LEARNING ANYTHING FROM COMING TO THE PROGRAMME?

4. HOW ARE THE SKILLS THE PARTICIPANTS HAVE LEARNT FROM THE PROGRAMME OF USE TO THEM?

(e.g. they have got a job, become self employed, started up new enterprises, improvement in social skills)

5. ARE THE NEEDS OF THE PARTICIPANTS BEING MET BY THE PROGRAMMES?

(Please explain your answer)

6. WHAT IN YOUR VIEW CONTRIBUTES TO THE EFFECTIVENESS OF THE PROGRAMME?

- size of class ☐
- the duration of the programme ☐
- environment in which the programme is conducted ☐
- informal or formal structure of the programme ☐
- type of participants: their motivation, age, sex, background ☐
- satisfying the needs of participants ☐

- other ______________________________

____

____

____

____

7. HOW WOULD YOU RATE THE LEVEL OF MOTIVATION OF THE PARTICIPANTS?

	HIGH	LOW
1. Attendance at the class		
2. Learn new skills		
3. Maintain previously learned skills		
4. Seeking a job		

Please comment if you wish:

____

____

____

____

8. IN YOUR OPINION ARE THE PARTICIPANTS:

1. Getting along with their friends better ☐
2. Making new friends ☐
3. Doing different things in their spare time than they used to before they began the programme? ☐

Please comment

____

____

____

9. HAVE YOU NOTICED ANY CHANGES IN PARTICIPANTS' CONFIDENCE AND MORALE SINCE STARTING THIS COURSE AND UP TO THE PRESENT TIME?

Please explain your answer

____

____

____

____

10. HOW MANY YOUTH ARE INVOLVED IN THIS PROGRAMME?

________________ (Numbers)

11. HOW CAN WE CONTACT THE PARTICIPANTS WHO HAVE ALREADY COMPLETED A PROGRAMME?

____

____

____

12. IS ANY RECOGNITION GIVEN TO PARTICIPANTS FOR THEIR INVOLVEMENT IN UNEMPLOYED YOUTH PROGRAMMES, I.E. CERTIFICATES, ETC?

____

____

____

13. CAN YOU SUGGEST ANY NEW DIRECTIONS (E.G. SKILLS, SUPPORT PROGRAMMES, OR JOB CREATION) FOR FUTURE UNEMPLOYED YOUTH PROGRAMMES?

____

____

____

14. WHAT ARE THE PRESENT ADVANTAGES AND DISADVANTAGES OF THE FUNDING, MANAGEMENT AND ADMINISTRATIVE STRUCTURE WITHIN WHICH YOU WORK?

ADVANTAGES

____

____

____

DISADVANTAGES

____

____

____

THANK YOU FOR YOUR CO-OPERATION

APPENDIX J

QUESTIONNAIRE FOR PARENTS

SOUTH AUSTRALIAN DEPARTMENT OF FURTHER EDUCATION

EVALUATION OF UNEMPLOYED YOUTH PROGRAMMES

PARENTS

COURSE ____________________

METROPOLITAN ☐ COUNTRY ☐

1. WHAT UNDERSTANDING DO YOU HAVE OF THE AIMS OR OBJECTIVES OF THE PROGRAMME THAT YOUR SON/DAUGHTER IS ATTENDING?

____

____

____

____

2. HOW LONG HAS YOUR SON/DAUGHTER BEEN UNEMPLOYED?

____________________ (Number of Months)

3. DO YOU FEEL THAT YOUR SON/DAUGHTER IS ACTIVELY LOOKING FOR WORK?

YES ☐ NO ☐

4. WHAT REASONS CAN YOU OFFER FOR YOUR SON/DAUGHTER BEING UNEMPLOYED?

Don't want to work ☐
Not enough jobs ☐
Too much competition for jobs ☐
Lack of experience ☐
Lack of confidence ☐
Too young ☐
Too old ☐
Employers discriminate ☐
Don't know ☐
Fed up with looking for a job ☐
Other: Please specify ☐

5. DO YOU ENCOURAGE YOUR SON/DAUGHTER TO ATTEND THE COURSE?

YES ☐ NO ☐

PLEASE COMMENT IF YOU WISH:

____

____

6. WHAT CHANGES, (IF ANY) HAVE YOU NOTICED IN YOUR SON/DAUGHTER(S) BEHAVIOUR SINCE THEY HAVE ATTENDED THE COURSE?

____

____

____

____

7. IN YOUR OPINION, WHAT HAS THE PROGRAMME PROVIDED (IN TERMS OF SKILLS, SUPPORT, INTEREST) FOR YOUR SON/DAUGHTER THAT IS OF BENEFIT TO THEM?

____

____

8. IF JOBS ARE NOT AVAILABLE, WHAT DO YOU THINK CAN BE DONE BY UNEMPLOYED YOUTH, TO HELP THEMSELVES?

____

____

9. IF JOBS ARE NOT AVAILABLE, WHAT DO YOU THINK CAN BE DONE FOR UNEMPLOYED YOUTH (e.g. by the Government, D.F.E., Community)?

____

____

THANK YOU FOR YOUR CO-OPERATION

APPENDIX K

QUESTIONNAIRE FOR EMPLOYERS

CONFIDENTIAL DEPARTMENT OF FURTHER EDUCATION APPENDIX K

EMPLOYER EVALUATION OF UNEMPLOYED YOUTH PROGRAMMES

EMPLOYER ______________________________

METROPOLITAN ☐ COUNTRY ☐

D.F.E. COLLEGE ______________________________

1. CAN YOU IDENTIFY ANY SKILLS THAT ARE LACKING, BUT REQUIRED, IN OUR PRESENT ECONOMIC CLIMATE?

____

____

2. CAN YOU IDENTIFY (PREDICT) SKILLS THAT ARE LACKING, BUT WILL BE REQUIRED IN AN IMPROVED ECONOMIC CLIMATE?

____

____

3. WOULD YOU EMPLOY UNEMPLOYED YOUTH PROGRAMME GRADUATES IN PREFERENCE TO OTHER YOUNG PEOPLE?

____

____

4. WHAT CHARACTERISTICS ARE YOU AS AN EMPLOYER LOOKING FOR IN POTENTIAL YOUNG EMPLOYEES?

SKILL LEVEL: ATTITUDES: MOTIVATION:

____

____

5. WHAT JOB OPPORTUNITIES EXIST IN YOUR AREA FOR YOUNG UNEMPLOYED?

____

____

6. IN YOUR OPINION, WHAT PROBLEMS DO YOU SEE ARE EXPERIENCED BY UNEMPLOYED YOUTH?

____

____

7. HOW BEST CAN THESE PROBLEMS BE OVERCOME?

____

____

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